**Wharncliffe Side Primary School Curriculum Overview**

**Class 4 Cycle 1 (2019/20)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Maya Civilization  a non-European society that provides contrasts with British history - Maya civilization c. AD 900 | | Rainforest  Location knowledge  Human & Physical Geography  Geographical skills | | The Roman Empire and its impact on Britain  Pompeii | |
| **Supplementary Theme** |  | | Mountains | | Who else invaded Britain?  Viking and Anglo Saxon struggle for the Kingdom | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day  Languages Day | Bonfire Night  Anti-Bullying Week  Christmas Plays |  | World Book Day  Internet Safety Day |  | Sports Day |
| **Enrichment** |  | Science of sound workshop. | Butterfly house |  | Roman workshop  Wessex archaeology or  History van |  |
| **Exhibition** |  | Chocolate tasting  Class assembly |  | Making clay sculptures |  | Assembly |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) | Place value  Addition and subtraction | Multiplication and division  Length and perimeter | Multiplication and division  Area and volume | Fractions  Decimals | Decimals  Money/percentages  Statistics | Time  Properties of shape  Position and direction |
| **PSHE /SMSC** | Health & Well-Being | Relationships | Living in the Wider World | Health & Well-Being | Relationships  RSE | Living in the Wider World |
| **Science** | Animals including humans (circulation)  Name the parts of the circulatory system.  Describe the functions of the heart, blood vessels and blood.  What impact does lifestyle have on their functions?  How are nutrients and water transported within the body? | Sound  How are sounds made?  How does sound travel?  How are pitch and volume altered? | Animals including humans (digestion)  What are the parts and functions of the digestive system?  What teeth do humans have?  What is a food chain? | Living things and their habitats  What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird?  Can I describe the life process of reproduction in some plants and animals. | Rocks  What are the different types of rocks?  How are fossils formed?  What is soil made of? | States of matter  Compare and group materials together, according to whether they are solids, liquids or gases.  How do materials change state?  What is the water cycle? |
| **History** | A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.  Who were the Mayans?  What were the achievements of the Mayans?  What was life like for the Mayans?  What are the similarities and differences between Mayan and British life? | |  | | The Roman Empire and its impact on Britain  Who were the Romans?  What was Roman life like?  What great inventions did they leave behind?  Who else invaded Britain?  When, why and how did the Vikings invade Britain? | |
| **Geography** |  | | Rainforest  Location knowledge – where are the world’s rainforests located? Locate the world’s countries. What are the key human & physical geographical features of rainforests?  Geographical skills – use maps, atlases, globes and computers to locate countries and describe features.  Compare the features of different locations. | |  | |
| **Design Technology** | Shell structures  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Develop and use knowledge of how to construct strong, stiff shell structures.  Develop and use knowledge of nets of cubes and  Cuboids.  Know and use technical vocabulary relevant to the project. | | Healthy and varied diet  Celebrating culture and seasonality  Foods available in the rainforest vs here. Who has the most balanced and varied diet?  Know how to use appropriate equipment and  utensils to prepare and combine food.  Know about a range of fresh and processed  ingredients appropriate for their product, and  whether they are grown, reared or caught.  Know and use relevant technical and sensory  vocabulary appropriately. | | Levers – catapult  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Understand and use lever and linkage  mechanisms.  Distinguish between fixed and loose pivots.  Know and use technical vocabulary relevant to the project. | |
| **Computing** | How do we collaborate online?  To understand what the world wide web is.  To use the internet to share information with others. | What makes an excellent multimedia story?  To evaluate a range of different multimedia stories.  To be able to enhance a digital story using relevant effects, sounds and titles. | How do I find and share data safely and responsibly?  To understand who can put information on the world wide web.  To understand that information on the internet can be biased or unreliable. | How do I write efficient programs in logo and scratch?  To understand that problems can be broken down into smaller parts.  To know how we use repetition and procedures to make our programs more efficient. | | How do I create maths games in scratch?  To understand that the output of a program depends on the input.  To know what a variable is. |
| **RE**  **Christianity and Buddhism.** | How do people express their religious and spiritual ideas on pilgrimages?  What is a pilgrimage?  What pilgrimages do Christians go on and why?  What pilgrimages to Buddhists go on and why?  How are Christian and Buddhists pilgrimages similar or different? | | What can we learn from inspiring leaders who started religions?  Why started the Christian religion and why?  Who started the Buddhist religion and why?  Are there any non-religious inspiring leaders? | What is expected of a person following a religion or belief?  What similarities and differences are there between expectations of Christians and Buddhists? | How do people’s beliefs about God, the world and others have impact on their lives? | |
| **Art** | Drawing –  Make choices about paper and media.  Use a variety of source material.  Explore relationship between line and tone, pattern and shape, line and texture.  Work in a sustained and independent way from observation, experience and imagination. | | 3D form – rainforest animals  Show an understanding of shape, space and form.  Plan, design, make and adapt models.  Use recycled, natural and man made materials to create sculpture.  Plan a sculpture through drawing. | | Painting – pointillism ‘mosaic’ pictures  Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  Make & match colours with increasing accuracy.  Use the language of ‘tint’, ‘tone’, ‘shade’, ‘hue’.  Choose paints and implements appropriately.  Plan and create different effects and textures with paint. | |
| **PE** | Basketball  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending. | Dodgeball  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending. | Dance  Perform dances using a range of movement patterns.  Compare their performances with previous ones.  Give and receive feedback. | | Gymnastics  Develop flexibility, strength, technique, control and balance. | Athletics  Use running, jumping, throwing and catching in isolation.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Music** | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand traditional Mayan music.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand a range of music. (Annual rainforest world music festival)  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand traditional Roman music and what it was used for.  Develop an understanding of the history of music.  Improvise and compose music. |
| Singing – perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Llisten with attention to detail and recall sounds with increasing aural memory | | | | | |
| **Instrument tuition** | Y4 Violins | | | | | |
| Y 5 Recorders | | | | | |
| **Forest Schools** |  |  |  |  |  |  |
| **MFL** | Niveau Blanc Module 1 Classroom instructions, names of animals. | Niveau Blanc Module 2  Where we live, colours.  Adding adjectives to nouns. | Niveau Blanc Module 3  Asking and answering questions about the garden using knowledge of sentence structure. | Niveau Blanc Module 4  Asking and answering questions about the forest using knowledge of sentence structure.  Adding adverbs ‘like’ and ‘do not like’ | Niveau Blanc Module 5  Numbers and quantities of nouns. | Niveau Blanc Module 6  Written comprehensions |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day |  | Trophies |

**Wharncliffe Side Primary School Curriculum Overview**

**Class 4 Cycle 2 (2020/21)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Vikings  Viking and Anglo Saxon struggle for the Kingdom | | Mighty mountains | | Local history  Victorians and Sheffield Flood | |
| **Supplementary Theme** | The Roman Empire and its impact on Britain | | Volcanoes | |  | |
| **Whole School curriculum events / week** | Harvest Festival  National Poetry Day  Languages Day | Bonfire Night  Anti-Bullying Week  Christmas Plays |  | World Book Day  Internet Safety Day |  | Sports Day |
| **Enrichment** | Jorvik |  |  |  | Kelham Island | Glen Howe park |
| **Exhibition** |  | Long ships |  | Sewing |  | Making wall paper |
| **Narrative writing** | Narrative 1 |  | Narrative 2 |  | Narrative 3 |  |
| **Non Fiction Focus** |  | Recount |  | Non-Chronological Report |  | Persuasion |
| **Maths**  (White Rose mixed-age planning) | Place value  Addition and subtraction | Multiplication and division  Length and perimeter | Multiplication and division  Area and volume | Fractions  Decimals | Decimals  Money/percentages  Statistics | Time  Properties of shape  Position and direction |
| **PSHE /SMSC** | Health & Well-Being  Image of our selves.  Managing our feelings and emotions. | Relationships | Living in the Wider World | Health & Well-Being | Relationships  RSE | Living in the Wider World |
| **Science** | Animals including humans (skeleton)  What nutrition do we need? How do we get it?  Why do we have skeletons? | Forces  What is gravity?  What effects do air resistance, water resistance and friction have on an object?  What do levers, pulleys and gears do? | Earth in space  How do the planets move?  How does the moon move?  How do we get night and day? | Light and dark  How does light travel?  How do we see objects?  Why do shadows have the same shape as the object that casts them? | Electricity  Circuits and switches  What is voltage and why is it important?  How do switches work?  What symbols are used in circuit diagrams? | Materials  Group materials based on their properties.  How can mixtures be separated?  How can states of materials be changed?  Can changes be reversed? |
| **History** | Viking and Anglo Saxon struggle for the Kingdom  Who were the Vikings?  When did the invade? Were they successful?  What is Danegeld?  Who was Alfred the Great? Why was he important?  The Roman Empire and its impact on Britain (mini theme)  Who left the best inventions? Romans or Vikings? | |  | | Local history –  How did Wharncliffe Side streets get their names?  Who donated Glen Howe Park and why?  Why did the Sheffield flood happen? What impact did it have? | |
| **Geography** |  | | Location knowledge – where are the world’s mountains located? Locate the world’s countries. What are the key human & physical geographical features of mountainous regions?  Geographical skills – use maps, atlases, globes and computers to locate countries and describe features.  What are latitude and longitude? Why are they important? | | Can I use a compass?  What are grid references? | |
| **Design Technology** | 2D shape to 3D product - Long ships  Shell structures  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Develop and use knowledge of how to construct strong, stiff shell structures.  Develop and use knowledge of nets of cubes and  Cuboids.  Know and use technical vocabulary relevant to the project. | | 2D shape to 3D product. Combining different fabric shapes. - Bags or hat/gloves/scarf.  Plan and design creating prototypes.  Select and use appropriate tools and techniques.  Evaluate and explain their choices.  Know how to strengthen, stiffen and reinforce existing fabrics.  Understand how to securely join two pieces of fabric together.  Understand the need for patterns and seam allowances.  Know and use technical vocabulary relevant to the project. | | Circuits and switches linked to science.  Plan and design their circuits.  Select and use appropriate materials and components.  Evaluate and explain their choices.  Understand and use electrical systems in their  products, such as series circuits incorporating switches, bulbs and buzzers.  Apply their understanding of computing to program and control their products.  Know and use technical vocabulary relevant to the project. | |
| **Computing** | How do I use a computer as an artist?  To use a range of tools to create digital art.  To know who owns a digital image. | How do I create a radio advert?  To evaluate a range of radio adverts.  To understand the factors that make a good radio advert. | How is data shared online?  To know that computers and other digital devices are connected via the internet.  How we can use this connection to share data. | How do I program physical systems?  To create a physical computer system that has inputs and outputs. | How do I use interaction in a program to tell stories?  To write a program in different ways that achieve the same result.  To know that some methods of programming are more efficient than others. | |
| **RE**  **Christianity and Hinduism** | How do people express their religious and spiritual ideas on pilgrimages?  What is a pilgrimage?  What pilgrimages do Christians go on and why?  What pilgrimages to Hindus go on and why?  How are Christian and Hindu pilgrimages similar or different? | | What can we learn from inspiring leaders who started religions?  Why started the Christian religion and why?  Who started the Hindu religion and why?  Are there any non-religious inspiring leaders? | What is expected of a person following a religion or belief?  What similarities and differences are there between expectations of Christians and Hindus? | How do people’s beliefs about God, the world and others have impact on their lives? | |
| **Art** | Drawing – Vikings  Make choices about paper and media.  Use a variety of source material.  Explore relationship between line and tone, pattern and shape, line and texture.  Work in a sustained and independent way from observation, experience and imagination. | | Textiles – gloves and scarves  Join textiles in different ways including stitching.  Use a range of media to make a collage.  Experiment with using batik safely.  Refine and alter ideas and explain choices. | | Printing – William Morris  Research, create and refine a print using a variety of techniques.  Explain poly-block, relief, mono and resist techniques.  Build up layers, colours and textures.  Organise their work in terms of pattern, repetition, symmetry or random printing styles and explain their choices. | |
| **PE** | Gymnastics  Develop flexibility, strength, technique, control and balance. | Bench ball  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending. | Dance  Perform dances using a range of movement patterns.  Compare their performances with previous ones.  Give and receive feedback. | | Cricket  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending. | Athletics  Use running, jumping, throwing and catching in isolation.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Music** | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand traditional Viking music and modern music composed in the same style.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand a range of music. Composer – Holst.  Develop an understanding of the history of music.  Improvise and compose music. | Use and understand staff and other musical notations.  Play and perform in solo and ensemble contexts, playing the recorder with increasing accuracy, fluency, control and expression. | Appreciate and understand a range of music. Modern with a focus on musicians from Sheffield.(Arctic Monkeys, Def Leopard, Lucy spraggan)  Develop an understanding of the history of music.  Improvise and compose music. |
| Singing – perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.Llisten with attention to detail and recall sounds with increasing aural memory | | | | | |
| **Instrument tuition** | Y4 Violins | | | | | |
| Y 5 Recorders | | | | | |
| **Forest Schools** |  |  |  |  |  |  |
| **MFL** | Niveau Blanc Module 1 Classroom instructions, names of animals. | Niveau Blanc Module 2  Where we live, colours.  Adding adjectives to nouns. | Niveau Blanc Module 3  Asking and answering questions about the garden using knowledge of sentence structure. | Niveau Blanc Module 4  Asking and answering questions about the forest using knowledge of sentence structure.  Adding adverbs ‘like’ and ‘do not like’ | Niveau Blanc Module 5  Numbers and quantities of nouns. | Niveau Blanc Module 6  Written comprehensions |
| **Community** |  | Carol service @ Chapel  Remembrance  Children in Need |  | Egg Decorating / Rolling  Red Nose Day  NSPCC |  | Trophies |