

Year 4, 5 and 6 Curriculum Plans

Subject area	Content	Key vocabulary
Science	<p>Properties &amp; changes of materials We are going to be investigating different materials and the properties that they have. We will sort materials in different ways by testing their properties and linking this to how those materials could be used. We will be finding out what a solution is and how you can test if something is a solution. We will find out how different mixtures can be separated and what real-life scenarios those methods may be used in. We will develop our understanding of what reversible and irreversible change is and test this by planning and carrying out fair tests. Whilst looking at materials, we will include some work on rocks: how they are formed and the different properties that they have. Maths links: measuring</p> <p>Animals including humans This term we will be focusing on the digestive and the circulatory system and how they work together to get what our body needs in terms of energy and oxygen. We will look at how the heart works and how nutrition gets from our food to where it is needed. We will link this to making healthy lifestyle choices and what we can do to keep ourselves fit and healthy. We will investigate our resting and working pulse rates. We will also find out about some drugs and how they affect our body's systems. Maths links: timing, measuring (energy in food).</p>	<p>materials, particle, substance, mixture, compound, state, solid, liquid, gas, melting, boiling, evaporation, condensation, freezing, energy, dissolve, soluble, solution, opaque, translucent, conductive, insulating, thermal, flexible, rigid, elastic, absorbent, magnetic, filtration, permeable, reversible, irreversible</p> <p>organs (various), circulatory system, digestive system, circulation, digestion, blood, plasma, oxygenated, deoxygenated, exchange, pulse, artery, vein, nutrition, energy, balanced/unbalanced, recovery time, nutrition, cells</p>
Computing	<p>Tinker CAD This term we are going to be having a go at computer aided design. We shall find out what it is and what it is used for and then having a go at creating some of our own designs and projects. We will be learning how to create and manipulate 3D shapes on screen and the real-life applications of this technology. Maths links: 3D shape, accurate drawing and measuring.</p>	<p>2D, 3D, scale, resize, select, mover, perspective, view, lift, lower, recolour, rotate, duplicate, group, placeholder, hollow, combine, construct, modify</p>
P4C Philosophy for Children	<p>Democracy In our philosophy this term, we are going to be thinking about democracy. What is it and how does it work? How do ideas of democracy differ? Is democracy a fair system. We shall link this to citizenship through developing our understanding of our system of government and shall also make strong links to Rights of the Child and to Global Goals. Maths links: idea of majority / minority, mean</p>	<p>democracy, vote, government, majority, minority, politics, laws, parliament</p>

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R.S.E	<p>Finance We are going to be thinking about all things money. How to manage money and why that is important. What is budgeting and how to do it. How bank accounts work and where you can get help if you need it. Maths links: money</p> <p>Me and My Relationships This term, we'll be looking at friendships in particular and unpicking some of the skills needed to make and keep friends. We will talk about co-operation and how and when to be assertive. We will also look at other important relationships.</p> <p>Difference We will dig a bit more into difference – how we are all different and are all the same and the benefits of difference. We will look at challenging stereo-types and why that is important.</p>	<p>financial, finances, budget, income, outgoings, bank account, credit, borrowing, interest rates, debt</p> <p>friendship, co-operation, assertiveness, kindness, tolerance, understanding, empathy, emotions</p> <p>tolerance, empathy, kindness, difference, stereo-types</p>
History	<p><u>Life for Children in Victorian Britain</u></p> <p>Our focus this term is on social, political, and economic changes that occurred during the Victorian era and the impact these had on the lives of children, in particular. We'll contrast the experiences of children from rich and poor backgrounds, explore the work of key reformers, Lord Shaftsbury and Dr Barnardo, and investigate the provision of schooling for all.</p>	<p>era, monarch, Empire, reign, coronation, governess, ragged school, Board School, workhouse, urban, pauper, drill, slum, reformer, Factory Act, child labour, reformer, census</p>
Art	<p><u>Still Life</u></p> <p>We'll begin our new art topic by investigating the work of a range of contemporary and classical artists who've used the theme of still life in a variety of ways to communicate ideas and feelings. Next, we'll select a range of objects which are meaningful to us and use these to practise and refine our sketching skills, focusing on shading techniques to represent form, depth and tone. Finally, we'll organise our chosen objects into a still-life arrangement and use acrylic paints and oil and chalk pastels to produce still-life pictures.</p>	<p>composition, techniques, textures, visual, tactile, highlights, tone, value, contrast, illusion, elements, symbolism, observational drawing, gradients, proportion, natural/made forms, viewpoint</p>
PE	<p><u>Invasion Games</u></p> <p>We will be further acquiring and developing our sending and receiving skills and tactical play in lacrosse, using and applying these in games.</p> <p><u>Dance</u> ~ we will compose the new wake up shake up dance and then be involved in the U-Dance festival, composing our own dance to perform at the Sands Centre on Thursday March 9th ~ save the date!</p>	<p>Attack, defend, goal, pass, face off, dodge, shooting technique, block etc.</p> <p>Compose, dance motif, unison, canon, lift, travel,</p>

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Geography	<u>Africa</u> This term we will delve into the rich, diversity of the African continent. We will find out about some of the different countries which make up the continent as well as, the different landscapes, biomes and eco systems found in Africa. We will find out about some of the different landmarks, including Mt Kilimanjaro, Victoria Falls and the great Pyramids as well as learning about the diversity of people who live there. We will look at settlement and land use, as well as researching and enquiring about threats that Africa faces such as those from global warming and the fast fashion industry.	Continent, country, Mount Kilimanjaro, Serengeti Plain, canopy, biomes, tundra, taiga, arid desert, temperate broadleaf forest, savanna, tropical rainforest, population, rural, urbanisation
RE	<u>Religious Celebrations and their Meanings</u> This term, we will be examining why some people or values are celebrated on an annual basis by believers. We will seek the deeper meaning in religious festivals. Pupils will be able to consider how a belief is felt when it is celebrated collectively and to think for themselves about questions to do with the worth of events, people and attitudes in their own lives. We will consider times in our life where we have celebrated significant events or people and why and how we do this; followed by looking for meanings behind stories behind key religious festivals. We will describe how believers express the meaning of religious festivals through symbols, sounds, actions, story, music, drama or the arts and rituals. Using P4C methods, we will explore the meaning of festivals and we will consider questions about the role of festivals in the life of Britain today as well as looking at some festivals	Diwali, Easter, fasting, Ramadan and Eid Al Fitr, Vaisakhi, Passover, celebrate, remember, values, beliefs, reflect, miracle, community, identity, traditional, faith
French	Through lots of songs and games, will be recapping greetings and introductions. To apply this to written form, we will add subtitles to recordings of us meeting and greeting each other. After recapping numbers 1-12, we will then focus on learning the French for typical classroom objects and how to ask for them.	zéro , un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, un/ une étudiant€, un stylo, un livre, un professeur, une plante, la porte, l'horloge, une table, une chaise, une fenetre, un dictionnaire, 'Qu'est-ce qu'il ya dans la classe?', 'l; y a un/ une...','C'est un/une...'

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Design and Technology	<p>This term we will complete our ongoing textiles projects ~ bags for children in Year 6 and puppets for children in Year 4 and 5.</p> <p>We are at the design and make stage and will be applying all the skills we developed in the summer term. The research and designs are looking fantastic which means the finished bags and puppets will be amazing! We will use continual evaluation to overcome barriers and adapt and improve as projects as we go along. Our deadline is the end of term.</p> <p>We will also be designing and making our own unique Christmas card.</p>	<p>Fabric, needle, thread, knot, paper pattern, cotton, felt, fleece, fur fabric, wool, voile etc</p> <p>String, shadow, glove, finger puppets. Features, characteristics,</p> <p>Function, target group, design, criteria, timeline, DEADLINE!</p>
Learning Curriculum	<p>We will explore the word 'motivate' and link it to the terms 'intrinsic' and 'extrinsic'. We will think about when, how and why we are motivated to do things. The conversations we have will help us to think about and become aware of how motivation is linked to our learning and what impact this has on us being effective and successful. We will also explore the link between motivation, self-regulation, self-drive and independence.</p>	<p>Motivation, learn, intrinsic, extrinsic, drive, self-drive, engagement, reward, success. Example, root, origin, definition.</p>
Rights of the Child Global learning (assembly time)	<p>We will learn about the rights all children have to be cared for and kept safe, including having enough food to eat and a safe place to live. Linked to remembrance day we will think about the right to be protected from war and the right to an education and to play. We will think about these rights both locally in this country and globally.</p> <p>We will follow up the work we did for The World Land Trust and we will think about cop 27 and continue to work on measures to make our school as eco-friendly as possible. This includes reducing plastic use, refilling hand wash etc and reducing food waste at lunchtime.</p>	<p>Rights, Article, universal, unconditional, indivisible, inalienable, inherent.</p> <p>Food, shelter, safety, remembrance etc</p>