

Subject area	<u>Year 4, 5 and 6 Curriculum Plans</u> Content	Key vocabulary
Science	<p><u>All living things</u> ~ We will be looking at how all living things fit into the five kingdoms and finding out more about classification, including the scientists who have developed systems of classification. We will develop our own classification keys and use them. We will also be learning about how our bodies change and grow through our lives with a particular focus on the changes that occur during puberty and how we can look after our physical and emotional health.</p> <p><u>Forces</u> ~ We will be investigating all sorts of forces – contact forces, friction, air resistance, non-contact forces, gravity and up-thrust. We will be finding out how they affect us in our everyday lives and how they are used to benefit processes. We will be designing our own machine that takes a small force and increases it to do a task.</p>	<p>Classification, bacteria, protists, fungi, animals, plants, kingdom, phylum, class, order, family, genus, species,</p> <p>Force, contact, non-contact, push, pull, friction, air resistance, water resistance, up-thrust, drag, gravity, balanced, unbalanced, force arrow, accelerate, decelerate, Newton, force meter, mass, multiplier, lever, pulley, gear, pivot, fulcrum, effort, load,</p>
Computing	<p><u>Coding using Crumble</u> ~ We will be learning how to use Crumble software to control LEDs and motors. This will need us to apply our DT design and make skills along with knowledge of electronic circuits from science. We will be writing out our own algorithms using coding blocks and will need to test and de-bug them so that designs are successful.</p>	<p>Algorithms, input, output, debug, program, sparkle, cell, connections</p>
Geography	<p><u>Regenerative Farming</u></p> <p>We will be exploring the subject of farming, and agriculture, across the UK and beyond. As one of the UK's major industries, farming affects everyone as it helps feed the population. We will learn about the different types of farming—arable, pastoral, and mixed farming. We will be looking at how farming across the globe can look quite different and will do case studies into areas where regenerative farming is making positive impact. Planning a regenerative garden.</p>	<p>Arable farming, agriculture, fair trade, fertiliser, intensive farming, livestock, mixed farming, organic farming, pastoral farming, pesticides, urban farming, topography.</p>
History	<p><u>Ancient Greece</u></p> <p>We're continuing our exploration of Ancient Greece this term, delving into the lives of significant people, places and events. Contrasting daily life then with modern-day lifestyles, we will also consider the broader historical context of the period, particularly the expansion of the Ancient Greek empire and its enduring legacy. An emphasis will be on considering historical sources of evidence and key debates that will support our understanding of this pivotal period of world history.</p>	<p>Archaic period, Classical period, Hellenistic period, scholar, empire, city state, monarchy, oligarchy, democracy, debate, polytheistic religion, alter, shrine</p>

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R.S.E	<p><u>Keeping Myself Safe</u> ~ This will link to our computing learning this term, as we look at how to keep ourselves safe on and offline. We will think about what information we should share and who we can trust. We will talk about the difference between legal and illegal drugs and the role of the law in helping to keep us safe. We will think about assessing risk. We will also be looking at our emotional needs and well-being, connected with our science work on puberty.</p> <p><u>Rights and Responsibilities</u> ~ We will thinking about the differences between fact and opinion and will be honing our media literacy skills. We will look at the things we can do to be responsible citizens, linking this to Global Goals and Rights of the Child.</p>	<p>Safety, trust, personal information, legal, illegal, drugs, medicine, alcohol, cigarettes, law, healthy, emotions</p> <p>Rights, responsibilities, fact, opinion, fact-checking</p>
French	<p><u>En route pour l'école (On the way to school)</u></p> <p>We will be learning the alphabet and names of places in the locality and directions to describe a simple journey to school using simple directions and using repair strategies to keep a conversation going.</p> <p><u>Scene de plage (Beach scene)</u></p> <p>Children will be responding to a painting as well as writing and performing a poem. We will give a simple description of a scene and use adjectives to add interest and detail to a description. We will follow this by writing instructions.</p>	<p>Il y a...quand je vais a l'école...je passe devant... Finalement, Cinq minutes plus tard, Puis EnsuiteA droite, A gauche ,Tout droit, Le sable, le ciel, le bateau, la plage, la mer, une baie, une Falaise, une grotte, des coquillages, des rochers, des cailloux, c'est, ce n'est pas, regarde, glisse, dort, brosse, prends, ajoute, melange,</p>
RE	<p><u>What does it mean to be human? Is being happy the greatest purpose in life? Humanist, Christian and Hindu</u></p> <p>We will be considering what it means to be human, studying philosophers and learn about their views on being human, as well as learning about Humanism and humanist views on happiness. After undertaking our own research and developing our own points of view, there will be opportunity to express and communicate our own and others' religious insights through art and design, music, dance, drama and ICT.</p>	<p>Humanism, philosophy, perspective, emotional intelligence, intellectual capacity, compassion, empathy, logic, consciousness</p>
P4C Philosophy for Children	<p><u>Who does the Earth belong to?</u> In class, we will be continuing our work on this and link it to our classification work in science. We will be thinking about who the world belongs to and how we, as humans, have a big impact on the world and the resources available to all living things.</p> <p><u>Whole School</u> ~ In assembly we will share the story of the Whale Who Wanted More and lead enquiries in our buddy groups, identifying words and phrases of interest and researching these. Then generate and discuss them, before feeding back to all the other buddy groups.</p>	<p>Rights, responsibilities, equality, share, carbon footprint, ecology, environment, resources, finite, Global Goals, Rights of the Child</p> <p>Etymology, origin, meaning, synonym, antonym, phrases, belonging\belongings, ponder, consider, discuss, share, agree, disagree.</p>

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<p>Art</p>	<p><u>Express Yourself</u></p> <p>Our mask research is complete. We have explored a wide array of design ideas, investigated the possibilities of a range of materials and resources, both natural and man-made, and have produced our own labelled designs. Our next step is to convert our designs into fabulous masks, focusing on the 2- and 3-dimensional aspects of form and shape as well as balance, texture, colour, pattern and movement. We're excited to begin the making process and can't wait to share our finished masks with you.</p>	<p>elements, sculptural, scale, form, structure, geometric, organic, context, emphasis</p>
<p>Design and Technology</p>	<p>For the first part of the half term our focus will be on food technology. We will learn about the balanced plate and how to eat for good health, considering the balance between physical activity and quantities of food our bodies need. We will follow recipes to make our own bread and meals with rice, noodles and potatoes. This will include using and applying food and personal hygiene procedures and using tools such as knives, graters, whisks etc safely. We will also make a tea party for our friends at the Thursday Club. We will join up French learning to create bilingual menus. It's very exciting!</p> <p>Following this, we will begin a focus on mechanisms and control technology, learning about automatons. We will learn about automatons, explore the range of movements possible using different cams, create prototypes and learn to draw in 3D before researching, designing and making our own automatons. If we have time, we will link to science, adding movement or pressure sensors to our automatons, or link to computing Crumble programming.</p>	<p>Balanced plate, food groups, protein, fruit and vegetables, carbohydrate, dairy, water, exercise, balance, sleep. hygiene, bacteria, germs, recipe, ingredients, method,</p> <p>Automaton, rod, bearing, follower, cam, shaft, axle, crank, handle, rotate, clockwise, anti-clockwise,</p> <p>Prototype, movement, sensor, programme, circuit, research, design, evaluate, improve, finish.</p>
<p>PE</p>	<p>We will begin the term with a short dance focus, in which Year 4, 5 and 6 will be able to support Year 2 and 3 with their UDance preparations. We will explore dance from around the world and help teach lifts, unison, canon, group dance motifs. Alongside this we will begin a gymnastics focus, developing symmetrical and asymmetrical balance skills, both individually and with a partner\group. We will develop sequences, learn how to use the springboard and transfer our sequences onto the apparatus. We will use IPads to support us in evaluating and improving our performance. After half term we will begin lacrosse, with the added bonus of a professional coach, who trains Border City team. These sessions will take place from the half term break to Easter. We will also compete in Eden Rock climbing competition, Skelton 7s netball\football and hopefully a lacrosse tournament.</p>	<p>Unison, canon, stillness, extend, counter-balance, lift, motif, expression, model, teach.</p> <p>Symmetric asymmetric, level, speed, direction, sequence, partner, leap, jump, twist, transition, transfer, evaluate, improve.</p> <p>Scoop, stick, defend, pass, score, defend, block, body check, clear, ball down, evade, dodge, tactic, strategy</p>

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Music	<p><u>A New Year Carol and singing in a round</u> ~ We will begin this term by learning about and listening to Benjamin Britten’s music and exploring the different ways they have been covered. Whilst we will explore many of Benjamin Britten’s songs, we will focus on ‘A New Year Carol’. We will practice singing this in unison, in both the original style of the song and the Urban Gospel version. In addition to this, we will learn to sing in a round, of varying parts and complexity.</p> <p><u>Soul and Gospel</u> ~ Within this unit of work, we will delve into the Soul and Gospel genres of music, looking at the similarities and connections between the two. As a focus, we will learn to sing and play ‘Lean On Me’ by Bill Withers, understanding that it was originally written as a soul song, but due to the lyrics it was covered and interpreted as a Gospel song. Across the unit, we will listen to different Soul and Gospel music ranging from modern and older songs.</p>	Melody, unison, compose/composition, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, structure, dimensions of music, phrases, melody, urban gospel, backing vocal, piano, bass, drums, organ, solo, round, canon.
Learning Curriculum	Our area of focus will be on absorption, exploring what it means and when it applies. We will link this to being in a state of flow when we are engrossed in our learning. We will compare this to managing distraction and how this relates to noticing skills. We will discuss times when each apply. If time allows, we will move onto considering resilience and resourcefulness, a focus which will continue into the summer term.	Absorbed, productive, positive, counter-productive, negative, noticing, distraction, memory, healthy, unhealthy, obsessive, resilient, persistence.
Rights of the Child Global learning (assembly time)	<p>This term we will work together to review and update our school Single Equality and Accessibility Plans. We will consider how society can stereo type gender, race, religion, disability , age and other areas of conscious and unconscious bias. This will include our use of images and books. We will audit and update as we go along.</p> <p>We will link this work to accessibility. Is our school accessible to all members of our community, including for visual, hearing, and mobility impairments, for pushchairs etc. We will audit and plan for improvements as we identify them. We will link the above areas to UNICEF Conventions for the Rights of the Child, considering Articles 28, 29 and 31 amongst others as we identify them. Everyone will have opportunities to studies the Articles and identify ones they wish to carry out more work around. Once studied, we will plan an a community event to share what we have learned.</p>	Rights, Article, universal, unconditional, indivisible, inalienable, inherent. Visual impairment, hearing impairment, mobility, disability, access, inaccessible, equality, same, Articles, convention positive discrimination, opportunities, consider, discuss, present, share.