



SUMMER TERM CURRICULUM PLAN

YEAR GROUP 4 / 5

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	<p><u>Wider use of the environment</u></p> <ul style="list-style-type: none"> • Launch day- All activities to take place outside, including the use of the field, playground and wooded area. • P.E.- outdoor adventurous activities
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<p align="center">SCIENCE</p>		
<p align="center">Skills as a Scientist</p>	<p align="center">Substantive knowledge</p>	<p align="center">Vocabulary</p>
<p>I can record data and results of increasing complexity using:</p> <ul style="list-style-type: none"> • scientific diagrams and labels, • classification keys, Carroll, Venn • tables <p>I can report and present findings in oral and written forms such as displays and other presentations</p> <p>I can plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can report and present findings, including conclusions, casual relationships and explanations of results.</p>	<p><u>Living things and their habitats</u></p> <p>Animals Including Humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. <p><i>Scientist: David Attenborough</i></p>	<p><u>Living things and their habitats</u></p> <p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, mature adult, fledgling, metamorphosis, nymph, larvae,</p> <p><u>Plants</u></p> <p>asexual, tubers, plantlets, pollination, runners, bulbs, cuttings, petal, pollen, anther, filament, sepal, leaf, stigma, style, ovary, ovule</p>

HISTORY

The Roman Republic

1. Romulus, the first king of Rome
2. The Roman Republic
3. Rome versus Carthage
4. Hannibal's attack on Rome
5. Scipio saves Rome
6. Culture in the Roman Republic

The Roman Empire

1. The Roman army
2. Julius Caesar
3. Augustus: the first emperor
4. Emperors Claudius and Nero
5. Pompeii and the eruption of Vesuvius
6. The Jewish-Roman War

GEOGRAPHY

The Rhine and the Mediterranean

1. The River Rhine
2. Cologne: city on the Rhine
3. Rotterdam: the mouth of the Rhine
4. The changing Rhine
5. The Mediterranean Sea
6. The Suez Canal

Population

1. What is population?
2. Migration
3. Multi-ethnic London
4. Multi-ethnic Cardiff
5. The Welsh language and culture P
6. Welsh and British identity

RELIGIOUS EDUCATION

The message of Jesus spreads

1. Jesus sends the Spirit onto his disciples
2. Peter preaches on the Day of Pentecost
3. Stephen, Saul and the road to Damascus
4. The message of Jesus spreads to the gentiles
5. Paul writes letters to Christian communities
6. The message of Jesus reaches Rome

Ramadan

1. The crescent Moon
2. The holiest month
3. Masuma's Ramadan
4. Fasting, faith and community
5. Zerrin's Ramadan
6. Eid ul-Fitr.

DT

Skills as a Design technologist	Substantive knowledge	Vocabulary
<p>Exploring and developing</p> <ul style="list-style-type: none"> • I can explore ideas and collect visual and other information to help me develop my work. • I can use my ideas to develop my work, taking into account the purpose. <p>Investigating and making</p> <ul style="list-style-type: none"> • I can use my knowledge and understanding of materials and processes to communicate ideas and meanings. • I can make images and artefacts, combining and organising visual and tactile qualities to suit my intentions. • I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • I can ensure products have a high quality finish, using art skills where appropriate. • I can use prototypes/cross-sectional diagrams designs to represent designs. 	<ul style="list-style-type: none"> • Know what cams are and how they work. • Know what gears are and how they work. • Know when and where they are used and how. • Planning tools - design boards, graphic organisers to show cause and effect. • Use cross-sectional drawings to show cause and effect. 	<p>Clockwork</p> <p>Cross section</p> <p>Graphic</p> <p>Design</p> <p>Join</p> <p>Cut</p> <p>measure</p> <p>Cause and effect</p> <p>Mechanism</p> <p>Gear</p> <p>Axle</p> <p>Pulleys</p> <p>Levers</p>
<p>Evaluating and developing</p> <ul style="list-style-type: none"> • I can analyse and comment on ideas, methods and approaches 		

<p>used in my own and others' work, relating these to its context.</p> <ul style="list-style-type: none"> • I can adapt and refine my work to reflect my own view of its purpose and meaning. • I can compare and comment on ideas, methods and approaches used in my own and others' work, relating these to the context in which the work was made. 		
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ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Painting</u> Understand how artists use warm and cool colours and I can use this to express a mood in my work.</p>	<p><u>Painting</u> Know how colour portrays a mood.</p> <p><u>Artist</u> Know what nationality William Turner is. Know William Turner used watercolours to paint with. Decide what mood a Turner painting is and justify Know what nationality Claude Monet is. Know Claude Monet used oil paints to paint with.</p>	<ul style="list-style-type: none"> • Oil pastel • Watercolour • Abstract • Landscape

COMPUTING		
Skills as a Computer scientist	Substantive knowledge	Vocabulary
<p><u>E Safety</u> <u>Copyright and ownership</u></p> <ul style="list-style-type: none"> • Assess and justify when it is acceptable to use the work of others. 	<p><u>E Safety</u> <u>Copyright and ownership</u></p> <ul style="list-style-type: none"> • Know some examples of content that is permitted to be reused and know how this content can be found online. 	<p><u>E Safety</u> <u>Copyright and ownership</u></p> <p>Copyright Fair use Licenced Violation</p>

<ul style="list-style-type: none"> • Give examples of content that is permitted to be reused. <p><u>Managing online information</u></p> <ul style="list-style-type: none"> • Evaluate digital content and explain how to make choices about what is trustworthy. • Identify ways the internet can draw us to information for different agendas (e.g. pop ups). <p><u>Multi media</u></p> <ul style="list-style-type: none"> • Combine 2 images to create a new one. • Use cut, select and transparency tools. • Use stop motion to create an animation. • Combine sound and images. 	<p><u>Managing online information</u></p> <ul style="list-style-type: none"> • Know some ways fake news may affect someone's emotions and behaviour. <p><u>Multi media</u></p> <ul style="list-style-type: none"> • Know how to put images together to create an animation. • Know how to combine sound and images on a particular program. 	<p>Public domain</p> <p><u>Managing online information</u></p> <p>Benefits Limitations Digital content Search engines Pop ups</p> <p><u>Multi media</u></p> <p>Transparency Select Cut</p>
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PSHE	
<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • How medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines • To recognise the shared responsibility of keeping a clean environment
<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing • the physical and emotional changes during puberty and how our bodies change as we grow.
<p>Keeping safe</p> <p>Keeping safe in different situations, including</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques

<p>responding in emergencies, first aid and FGM</p>	<ul style="list-style-type: none"> • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM • The dangers surrounding knife crime - consequences and the law. • An awareness of what 'county lines' means.
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MUSIC		
Skills as a Musician	Substantive knowledge	
<p>Performing</p> <ul style="list-style-type: none"> • Sing as part of a class ensemble with consideration of tone and technique. • Sing in three parts keeping to the correct melody. • Learn new pieces using standard notation with increasingly complex songs. • Play notes moving between then with control and accuracy DCBAGE with more complex melodies. • Play high D and F #. • To be able to play more intricate songs with the correct finger position. 	<p>Performing</p> <ul style="list-style-type: none"> • Play: Dance from France, Sky Boat Song, National Anthem, Tallis Cannon. <p>Composing</p> <ul style="list-style-type: none"> • Begin to show an awareness of how changes in pitch can be shown on a stave. • Add pitch names to rhythmic notation to make more complex melodies. • Know the symbols for rests and barlines. • Know that piano means soft and forte means loud. <p>Aural awareness</p> <ul style="list-style-type: none"> • Listen to BBC 10 pieces: Winter, Mars, Larks Ascending 	<p>Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Improvise Notation Notes Stave Key signature Coda Ostinato Repetition Stave</p>
<p>Composing</p> <ul style="list-style-type: none"> • Compose and layer a simple ostinato using the recorder. • Improvise more than one bar of music using all 8 notes known. <p>Aural awareness</p> <ul style="list-style-type: none"> • Listen to music from different genres commenting on tempo, dynamics and texture. • Know and identify the distinct sounds of the woodwind, string and percussion families of instruments. 		<p>Crochet Quaver Minim Semibreve Metres Texture Tone Rest Barline Piano Forte</p>

<p>Evaluating</p> <ul style="list-style-type: none"> • To evaluate own and others performances on the recorder that are played from notation. 		
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PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else is giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. - I can look to help and support my team mates especially those who may not be as strong at the sport. <p><u>Fitness</u></p>	<p>Track</p> <ul style="list-style-type: none"> - I can use explosive power to start the race quickly. - I show good control and speed during the event. - I can keep sprinting past the finish line. - I can give and receive feedback on technique and implement it. - I can lead/partake in a warmup and cool down. - I can change speed & direction whilst running. - I can hand over the baton efficiently. - I can concentrate on my team to ensure I am ready for each leg of the relay. - I can think tactically about when I should jog and when I should sprint. - I can conserve my energy and maintain a constant speed. 	<ul style="list-style-type: none"> • Sprint, jog • Distance (marathon cross country) • Javelin • Shot putt • Force • propulsion

<ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can understand my body and how muscles grow. - I can understand the difference between feeling tired and lacking stamina or resilience. - I know how to improve on my stamina. <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. -I can identify actions/areas that may be unsafe and explain why. - I can set up equipment and apparatus safely. - I know what a risk assessment is. - I can risk assess aspects of PE lessons. 	<p>Field</p> <ul style="list-style-type: none"> - I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. - I know that when throwing my feet need to be shoulder width apart and knees slightly bent. - I know that my stance changes when doing javelin to shot put. - I know that my stance and the force in my legs help an object propel through the air. - I know that my arms and wrists are just as important when throwing an object in order to propel it further. - I can demonstrate successful throwing skills and will complete activity with flare and fluid motions. <p>Long Jump</p> <ul style="list-style-type: none"> - I can jump accurately from a standing position using my arms as propulsion. - I know how to use my arms to help propel me when jumping. 	
<p><u>Competition</u></p> <ul style="list-style-type: none"> - I know what it is to win and lose. - I can win and lose with dignity. - I can congratulate the winner. - I can follow the rules of a game. - I can work to beat my own personal best. - I know that/where improvement is needed to better my own scores. - I can use communication and collaboration to learn from others to improve myself. <p><u>Leadership</u></p> <ul style="list-style-type: none"> - I can direct a partner or small group. - I can listen to others and take on board ideas. - I can adapt to the skills and needs of a group. - I can make decisions to benefit my team (positioning, roles) <p><u>Healthy Lifestyle</u></p>	<ul style="list-style-type: none"> - I know that by twisting the hand and wrist slightly, that the ball will spin as it travels - increasing speed. - I know when to release the ball during a cricket throw, so that the ball travels towards the batter - I can hold the ball correctly and take a run up and overhead bowl. - I know that the cricket bat always remains pointing towards the ground and my arms are kept straight. - I step into the hit to generate power. - I can step forwards and hit the ball with the correct technique, using my wrist and body position to change the direction and distance of my shot. - I know that to catch when fielding is similar to that in rounders, a scoop/cup motion to catch from a height and position myself under the ball. - I can correctly catch the ball during game play and can reach out to the side with one hand and catch accurately. 	<ul style="list-style-type: none"> • Bowler • Batter • Runs • Fielding

<p>- I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)</p> <p>- I can understand why I need to exercise and why it is important.</p> <p>- I can take part and lead a warm-up and cool down and explain why this is needed.</p> <p>- I can find and explain links between diet and exercise.</p> <p><u>Evaluation</u></p> <p>- I can make a positive comment on another's performance.</p> <p>- I can be self-reflective and enhance my own performance through this.</p> <p>- I can offer constructive areas for development.</p> <p>- I can refine my own performance after receiving feedback.</p> <p>- I can explain how I did something to coach someone else.</p>		
	<ul style="list-style-type: none"> - I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) - I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counter balance knowledge. - I can jump from stationary. - I know how to land safely. - I can think about transitions, fluidity and variety when deciding on my movements. - I can use a variety of equipment and travelling methods and ensure my routine maintains its fluidity. - I can identify good transitions between movements. - I can identify equipment, movements, travel and jumps I would like to include in my routine. - I can work on being consistent with my routine. - I can work solo, duo or with a small group to put a gymnastic parkour routine together. - I can show finesse, technique and fluidity in my routine. 	<ul style="list-style-type: none"> • Map • Location • Coordinates • Compass • Degrees • North, north-east, east, south east, south, south west, west, north west,

	<ul style="list-style-type: none"> - I can work within my gymnastic capability but still challenge myself. - I may want to select music to accompany my routine. - I can give and receive constructive feedback to develop my routine. - I can perform a final piece. - I can use an Ipad to watch my performance and self-assess it. 	
	<p>Netball</p> <ul style="list-style-type: none"> - I know that I can keep possession of the ball for three seconds before I need to pass it. - I know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot - I know that in netball the net doesn't have a back board - basketball does. - I know that when I'm marking, it is a non-contact sport and I must not touch my opponents. - I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball. - I understand all positions of the team and whom they should be marking. - I can move around the court, stopping at appropriate lines and helping my team to score. - I am able to find space for my team to pass and I can identify the most appropriate person to pass towards. 	<p>Positions - centre, goal attack, goal shooter, goal defence, goal keeper, wind attack, wind defence. Mark. Pivot. Shoot. Aim</p>