


**Curriculum Overview: 2016/17**  
**Class 3: Year 4/5/6 – Sarah Dinsdale**

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Overview	Frozen Kingdom Text – Call of the Wild	Blood Heart Text – Pig Heart Boy	Scream Machine Text – Carnivorous Carnival	Off With Her Head Text – Oliver Twist	Gallery Rebels Text – Secret Garden	Allotment Text – Secret Garden
English	Character and Setting Description linked to Call of the Wild	Explanation – how the heart works	Balanced Argument – building a theme park on areas of natural beauty	Biography – Henry VIII	Instructions – How to make ...	Poetry – list poetry
	Diary Entry – Titanic sinking	Instructions – how to have a healthy lifestyle	Diary Entry – day at a theme park	Persuasive Letter – saving Anne Boleyn from beheading	Comic Book – drawings and speech of their own superhero	Middle of a Narrative – linked to the Secret Garden
	Non-Chronological Report – Survival in the Antarctic	Narrative – The Present	Narrative – La Luna	News Article – Anne Boleyn's beheading	Letter – Rosemoor as a thank you	Non-Chronological Report – different types of farming
SPAG Yr4	Double cons – suffix Single cons suffix Sub-, inter-, super-, anti –  Conjunctions Adjective/noun/verb/adverb CL, . ?!	Auto-, in-, il-, im-, ir-  	-ation, ic -to ally, odd - ly,  Fronted adverbials (and commas) Expanded noun phrases Speechmarks (extra punctuation)	Our to or, - orgeous, ious, eous  	-tion, sion, ssion  Paragraphs Apost – plural possession Pronoun/noun choice	-cian, f:ph, irregular plural apostrophe, homo/near homo  





						embed
SPAG Yr 5/6	-cious, -tious, -cial, -tial  Relative clauses Passive Cohesive paragraphs Parenthesis (), dashes and commas.	-ant, -ance, -ancy, -ent, -ency, -ence	-able/y, -ible/y  Subjunctive forms Time adverbs/modal verbs Commas to clarify meaning	Suffix -fer, hyphen, ee:ie (after c)	-ough Silent letters Homophones/near homophones  Formal/informal speech Synonyms/antonyms	embed
Handwriting	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch]</li> </ul>			<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>		
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Fraction: Adding, subtracting, multiplying, dividing, converting, mixed numbers, improper fractions	Number: Decimal and percentages, Fractions Number: Algebra, ration, prime numbers	Measurement: Perimeter, area and volume, time converting units	Geometry: angles, shape, position and direction Statistics	SATs Number formal method and fractions Measurement: area, volume, money
Science	How you adapt to your surrounding – blubber – isolating	The Body – Heart  Make up of blood and how it travels around the body	Forces  Friction  Air resistance	Light – how it travels, reflects	Electricity - circuits  Light – how shadows are	Habitats  Growing plants – parts of the plant













	Melting and Freezing States of matter	Healthy Eating and Affects of Exercise	Centripetal Force	Sounds – how it travels, pitch and volume	made – shadow puppet show Properties of materials	Photosynthesis
Geography	Seas of the world Location knowledge Tourism leaflets	Map work and co-ordinates	Location knowledge	Comparing London and settlements from Tudor times to now	n/a	Best land for farming – arable and pastoral  Farming abroad – countries in the world
History	Titanic Scott of the Antarctic	n/a	n/a	Tudors King Henry VIII and the six wives  Timeline	Timeline of the different art stages	n/a
The Arts	Etching Northern Lights	Carols Practise	Designed a logo for theme park – discussed colours	Tudor Housing  Observational drawings	Surrealist Impressionists  Oliver the Musical	Painting out of natural materials  Oliver the Musical
Music Express Yr 4 (Yr1)	Play it again	The class orchestra	Dragon scales	Painting with sound	Salt pepper vinegar mustard	Animal magic
Yr 5 (Yr2)	Cyclic Patterns	Roundabout	Journey into space	Songwriter	Stars, hide your fires	Who knows
Yr 6 (Yr3)	Roundabout	Journey into space	Songwriter	Cyclic patterns	Stars, hide your fires	Who knows
PE	Football  <i>Cross Country</i>	Tag Rugby  <i>Cross Country</i>	Basketball  <i>Cross Country</i>	Hockey  <i>Cross Country</i>	<b>Cricket</b>  <b>Dance/Gym</b> – All Tuesday afternoon	Athletics

					<i>Cross Country</i>	
<p>RE (3 year cycle 4/5/6)</p> <p>The Celtic Church and why Celtic Christian spirituality has become so important for some in Cornwall in the 21st century</p> <p>The Prayer Book Rebellion of 1549</p> <p>The coming of non-conformity, its diversity and the importance of John Wesley and Methodism in today's Cornwall Catholic Emancipation in the 19th Century and its effects in Cornwall</p> <p>The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today</p> <p>The translation of the New Testament into Cornish – Cornwall Syllabus KS2</p>	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Christmas <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter <b>Key Question:</b> Is forgiveness always possible? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Rites of Passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to God? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity</p>
	<p><b>Theme:</b> Belief into action <b>Key Question:</b> How far would a Sikh go for his/ her religion? or <b>*Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for Hindu to show commitment to God? <b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Christmas <b>Key Question:</b> Is the Christmas story true? <b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Beliefs and moral values <b>Key Question:</b> Are Sikh stories important today? <b>Religion:</b> Sikhism Or <b>Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything? Hinduism</p>	<p><b>Theme:</b> Easter <b>Key Question:</b> Did God intend Jesus to be crucified? <b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Sikh to show commitment to God? <b>Religion:</b> Sikhism Or <b>*Theme:</b> Beliefs and moral values <b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? <b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Christian to show commitment to God? <b>Religion:</b> Christianity</p>
	<p><b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas <b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>		

				<p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam <i>NB: This enquiry is taught in 2 sections over the term</i></p>	
<p>PSHCE (3 year cycle)</p> <p>Year 4</p>	<ul style="list-style-type: none"> <li>what 'risk' means.</li> <li>to assess simple risks on a scale ranging from low risk- high risk.</li> <li>ways of minimising risks.</li> <li>to assess the risks to personal safety associated with the places they visit.</li> <li>about factors which increase/reduce the risk.</li> <li>about safety rules to help in dangerous places/situations.</li> <li>strategies for dealing with dangerous/frightening situations.</li> <li>about risks in the locality.</li> <li>to assess the skills they have/ need to acquire/practise to stay safe in their locality.</li> <li>about what causes road accidents.</li> <li>safety precautions and skills needed to keep safe on the roads.</li> </ul> <p>to identify people who they can trust to help them to keep safe.</p>	<ul style="list-style-type: none"> <li>that there are a range of aspects to keeping healthy including physical and emotional aspects</li> <li>about how to keep their bodies 'in balance'.</li> <li>about how they can take responsibility for keeping themselves healthy and who can help them.</li> <li>about some of the effects of exercise on the body.</li> <li>about some of the choices they can make to keep physically active.</li> <li>about what keeps the brain healthy.</li> <li>how to keep themselves clean and healthy.</li> <li>that germs and viruses can make us ill and ways to prevent their spread.</li> <li>what a healthy school is.</li> </ul> <p>evaluate how healthy their school is.</p>	<ul style="list-style-type: none"> <li>about the difference between feelings and moods.</li> <li>about the way that different moods affect them and others.</li> <li>what they can do for themselves if they are in a bad mood and how they can help others.</li> <li>how it might feel to be separated from someone/something we care about.</li> <li>that there are many ways to manage the same feeling.</li> <li>strategies for managing feelings of loss and separation.</li> <li>about who can help them to manage uncomfortable feelings.</li> <li>that people are different- in the way that they see things, do things and in what they are good at.</li> <li>to feel good about and value themselves and who they are.</li> <li>about what it means to have hope and why hope is important.</li> </ul> <p>that when people are feeling negative about something, it sometimes helps to look at/think about things in a different way.</p>	<ul style="list-style-type: none"> <li>that a bully is someone who makes him/herself feel better by making someone else feel worse.</li> <li>how easy it is to slip into bullying behaviour, to recognise our motivation for doing this and stop.</li> <li>about the danger of stereotyping people as 'bullies' because of their physical characteristics.</li> <li>strategies for dealing with bullying behaviour.</li> <li>a vocabulary of feelings surrounding bullying.</li> <li>that there is no acceptable reason for bullying.</li> <li>to deal positively with their fears and distress surrounding bullying.</li> <li>that when bullying happens and you see it or are involved you are faced with a dilemma.</li> <li>what it means to 'put yourself in someone else's shoes' and how this can help you to make the right decision.</li> <li>strategies for recognising and minimising the risks of bullying.</li> <li>to recognise critical moments.</li> <li>strategies to protect themselves from being bullied physically or mentally: e.g. walk tall, have confidence, communication skills, assertiveness.</li> </ul>	<ul style="list-style-type: none"> <li>to identify examples of the different categories of drugs, including drugs that are medicines, illegal drugs and socially acceptable drugs.</li> <li>about how to keep safe around all kinds of drugs.</li> <li>that there is usually more than one risk attached to a situation.</li> <li>about how the body deals with overloading and dangerous substances.</li> <li>about keeping safe with medicines, including taking the correct dose.</li> <li>that there are choices that can be made in any situation involving risk.</li> <li>that risk taking may have both positive and negative outcomes and to predict these outcomes.</li> <li>the facts about smoking: its effects on the body and the risks involved.</li> <li>about the reasons why people smoke.</li> <li>about where to find reliable sources of information to make an informed choice.</li> <li>to recognise persuaders by what they say and do.</li> </ul> <p>strategies for dealing with situations where they might be persuaded to touch, taste, smoke or sniff unknown/dangerous substances.</p>	<ul style="list-style-type: none"> <li>about how and why people seek to manage and sustain the environment.</li> <li>that their choices affect others and the environment.</li> <li>about ways of conserving natural resources and recycling.</li> <li>about how animals can become endangered or extinct due to hunting.</li> <li>about why animals are hunted.</li> <li>that there might be conflicting views surrounding moral issues and that it is important to see things from other viewpoints when forming an opinion.</li> <li>about long and short term consequences relating to habitat loss/environmental damage and how such damage can be prevented.</li> <li>about conservation of wild animals and their habitats.</li> <li>about organisations that work to protect animals such as The World Wildlife Fund for Nature.</li> <li>about how they can play a part in conserving wildlife.</li> <li>about how all living things are connected</li> </ul>

						<ul style="list-style-type: none"> <li>and interdependent.</li> <li>to research a current local/national/international environmental issue in the media.</li> <li>about ways that people can use the political process to make a difference in environmental issues.</li> <li>to work as part of a group in planting trees in the school/local environment.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>to identify a wide range of potential dangers in their community.</li> <li>about how they have learned to respond to a range of risks and hazards by mastering safety skills.</li> <li>that a 'critical moment' is the moment when a 'possible' accident/unsafe situation turns into a 'real' accident/situation.</li> <li>to accurately identify 'critical moments' in safety situations.</li> <li>to manage critical moments confidently.</li> <li>what 'being in charge of themselves' means.</li> <li>about situations where they can be in charge of themselves and where they might need to ask for help and who they would ask.</li> <li>to recognise how it might feel to be in danger.</li> <li>a range of strategies for managing feelings and coping in dangerous situations</li> <li>skills to help them to feel confident and behave confidently.</li> <li>about situations when they might lose confidence.</li> <li>strategies to regain confidence.</li> <li>about the skills they might need in emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>about a range of moods and feelings and how they affect behaviour.</li> <li>about mood swings and how to manage these.</li> <li>a vocabulary for very strong feelings.</li> <li>how strong feelings may cause people to act in a way that they would not usually act.</li> <li>that different people may feel differently and react in different ways to the same situation.</li> <li>to understand behaviour by thinking about what other people might be thinking/feeling.</li> <li>that people sometimes feel the need to spend time alone.</li> <li>where they could go if they were feeling like this.</li> <li>about feelings that people might encounter whilst working to achieve a goal.</li> <li>about skills, qualities and strategies which help people to overcome difficulties in order to achieve a goal.</li> <li>about how making and achieving targets can make you feel good.</li> <li>to set simple targets for themselves.</li> </ul> <p>to break a long term ambition into smaller, achievable goals.</p>	<ul style="list-style-type: none"> <li>about the difference between needs and wants.</li> <li>about basic human needs and the link between basic needs and basic rights.</li> <li>that we all have basic human rights and that there are particular rights for children.</li> <li>that rights come with responsibilities.</li> <li>what action to take to ensure that rights are upheld in the school community.</li> <li>about human rights issues in the media.</li> <li>to empathise with the experiences of other people and describe situations from other points of view.</li> <li>to debate human rights issues.</li> <li>about the work of organisations that campaign for human rights.</li> <li>about basic rights that the law confers on animals.</li> <li>about human responsibility to uphold animal rights.</li> </ul> <p>about the work of organisations that campaign for animal rights.</p>	<ul style="list-style-type: none"> <li>to assess their prior knowledge about keeping healthy.</li> <li>to identify and prioritise what they need to know in order to stay healthy.</li> <li>where to find reliable information about making healthy choices.</li> <li>about food in the media, including how advertisements persuade us to eat their products.</li> <li>to recognise the techniques of persuasion and develop strategies for managing these influences.</li> <li>how to evaluate their eating patterns.</li> <li>how to make changes to improve their health.</li> <li>know what happens to the food inside them.</li> <li>about the functions of different foods.</li> <li>about the body's defence systems for keeping them healthy, including the immune system.</li> <li>about what they can do to help their inner and outer defence systems.</li> <li>to summarise and present their knowledge and understanding about healthy lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>to assess levels of risk.</li> <li>about the difference between long and short term risk.</li> <li>to predict the alternative outcomes of different decisions.</li> <li>strategies for managing and minimising different risks.</li> <li>facts about alcohol; its effects on the body and risks to health (including that alcohol can affect people differently).</li> <li>to use the 'fast forward' technique to predict possible outcomes of different situations.</li> <li>to assess the risks in using alcohol.</li> <li>about strategies for keeping themselves and others safe with alcohol.</li> <li>to identify the persuasion techniques used by the media.</li> <li>about the importance of knowing the facts from reliable sources.</li> <li>about how it feels to be persuaded.</li> <li>about coping strategies which could help them to resist pressure and persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>rules for getting on with others; that different relationships might have different rules.</li> <li>rules and laws which help communities to keep good relationships and the way these are set up.</li> <li>skills for getting to know new people</li> <li>what is meant by 'stereotyping' and 'discrimination'.</li> <li>about why it is important to examine and challenge stereotypical attitudes</li> <li>how discrimination and bullying can escalate.</li> <li>about how to resolve conflict effectively.</li> <li>about the prerequisites for conflict resolution and problem solving techniques: how to stay focussed on the 'problem' rather than attacking the person.</li> <li>to use language assertively when resolving conflict.</li> <li>about the steps of conflict resolution: how you are feeling, why you are feeling this way and what you need, what action you would like to see.</li> </ul>

<p>Year 6</p>	<ul style="list-style-type: none"> <li>to judge 'responsible' and 'not so responsible' outcomes.</li> <li>to apply skills of decision making.</li> <li>how strong emotions can affect ability to judge situations accurately and how to manage these emotions positively.</li> <li>about the importance to keeping safe of finding out facts and weighing up conflicting reports.</li> <li>to be able to identify reliable sources of information.</li> <li>about the main accidents affecting children of their age and how risks can be minimised.</li> <li>the skills needed to minimise the risk of accidents.</li> <li>about what causes accidents.</li> <li>about how seemingly safe situations can get out of hand and the skills of predicting and coping with this.</li> <li>to recognise the language of persuasion.</li> <li>strategies to resist negative pressure and persuasion, including managing feelings.</li> <li>to judge what to do to stay safe in a range of circumstances.</li> </ul> <p>skills for staying safe in a range of circumstances.</p>	<ul style="list-style-type: none"> <li>that sometimes people have conflicting feelings surrounding an issue or situation.</li> <li>some strategies for managing conflicting feelings.</li> <li>that people can be responsible for their own emotional states.</li> <li>about some of the things that people can do to keep their emotional states 'in balance'.</li> <li>that there are different ways to communicate feelings.</li> <li>ways of telling how someone else is feeling.</li> <li>that change is part of everyone's life experience.</li> <li>a vocabulary of feelings for change.</li> <li>some strategies for managing change.</li> <li>about feelings that children may have about moving to secondary school.</li> <li>have strategies for managing their feelings about moving to secondary school.</li> <li>that preparation can help individuals to cope more effectively with change.</li> <li>about some preparations that they can make for starting secondary school.</li> </ul> <p>to reflect on and celebrate what they have achieved in KS2.</p>	<ul style="list-style-type: none"> <li>to reflect on moral issues – global distribution of wealth, fairness and greed- and understand other people's experiences.</li> <li>about the work of the Fair Trade foundation.</li> <li>about how values underpin belief and action.</li> <li>that different people may hold different values to them and therefore have different viewpoints.</li> <li>to contribute their views and opinions to a debate.</li> <li>to take account of human rights in making judgements about moral issues.</li> <li>about how the media present information on current moral issues.</li> <li>to form, express and evaluate opinions on moral issues.</li> <li>about stories in the media which illustrate local, national or international cooperation.</li> <li>about some of the challenges to achieving cooperation and ways to overcome these.</li> <li>about how and why laws are made in a democracy.</li> <li>about the role of Parliament and MPs.</li> </ul> <p>that there are different levels of government including local and national.</p>	<ul style="list-style-type: none"> <li>lifestyles.</li> <li>that there are a range of ways of living a healthy lifestyle; to recognise and show respect for diversity in their communities.</li> <li>the skills to evaluate and reflect upon healthy lifestyles, including their own.</li> <li>to evaluate their own healthy lifestyles and set goals to improve their own health.</li> <li>that developing a healthy lifestyle now is an investment for their future health and recognising the importance of their own contribution.</li> <li>the difference between eating a 'balanced diet' and 'dieting'.</li> <li>about stereotyping in the media surrounding body image and diets.</li> <li>to recognise and challenge stereotyping.</li> <li>about body types which influence the main characteristics of how our bodies look.</li> <li>that it is possible to be healthy and attractive whatever body type you are and that you cannot turn one type into another by dieting.</li> <li>about the link between emotions and health.</li> <li>ways of recognising 'low moods'.</li> <li>some strategies for managing emotional states and keeping a healthy mind.</li> <li>about the importance of exercise for having a healthy heart now and as an investment for the future.</li> </ul> <p>about the affects of exercise on the body physically and emotionally.</p>	<ul style="list-style-type: none"> <li>about how people's perception of risk changes as they grow up.</li> <li>that the level of a 'risk' can be different for different people.</li> <li>about the difference between risks and hazards and long and short term harm.</li> <li>about why rules are made and why they might be broken.</li> <li>about the risks and consequences of breaking rules.</li> <li>strategies to help themselves to keep the rules.</li> <li>about the difference between long and short term harm.</li> <li>about the reasons why young people start to smoke.</li> <li>about dependency and addiction.</li> <li>about the problems associated with giving up smoking.</li> <li>about the impact of alcohol on behaviour.</li> <li>to weigh up risks of different decisions in a given situation.</li> <li>that alcohol affects one's ability to recognise a 'critical moment'.</li> <li>to critically assess how the media presents information.</li> </ul> <p>about what skills may help in situations involving drugs.</p>	<ul style="list-style-type: none"> <li>about the personal skills of leadership.</li> <li>the qualities of an effective leader.</li> <li>to value the different aspects of their personality and the personalities of others.</li> <li>strategies for resisting persuasion from special friends or from a larger friendship group.</li> <li>a vocabulary of feelings to deal with being left out of a group and strategies for dealing with these feelings.</li> <li>the importance of 'image' and being part of the 'group', the influence of the media and especially advertising.</li> </ul>
<p>French</p>	 <p>Year 4 Unit 7 La Rentre   -ue.pdf</p>	 <p>Year 4 Unit 8 L'argent de poche.p</p>	 <p>Year 4 Unit 9 Raconte-moi une hi:</p>	 <p>Year 4 Unit 10 Vive le sport.pdf</p>	 <p>Year 4 Unit 11 Carnaval des animal</p>	 <p>Year 4 Unit 12 Quel temps fait-il.pdf</p>

	 Year 5 Unit 13 Je suis le musicien.pdf	 Year 5 Unit 14 Bon appétit!.pdf	 Year 5 Unit 15 En route pour l'océan.	 Year 5 Unit 16 Scène de plage.p	 Year 5 Unit 17 Les quatre saisons.pdf	 Year 5 Unit 18 Les plantes.pdf
	 Year 6 Unit 19 Notre école.pdf	 Year 6 Unit 20 Notre monde.pdf	 Year 6 Unit 21 Monter un café.p	 Year 6 Unit 22 Le passe et le présent	 Year 6 Unit 23 Au parc d'attraction	 Year 6 Unit 24 Quoi de neuf.pdf
Memorable Experience	Arctic Explorer Visitor and Science Experiments	Heart into school – life size skeleton		Tudor Courtroom Rosemoor Visit – linked to Maths	Rosemoor – Sculptures outside	Eden Project – Sowing and Growing