

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>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 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] 			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task 		
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, ratio, 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>	Cricket Dance/Gym – 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>Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p>	<p>Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p>	<p>Theme: Easter Key Question: Is forgiveness always possible? Religion: Christianity</p>	<p>Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p>	<p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p>
	<p>Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? or *Theme: Prayer and Worship Key Question: What is the best way for Hindu to show commitment to God? Religion: Hinduism</p>	<p>Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism Or Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Hinduism</p>	<p>Theme: Easter Key Question: Did God intend Jesus to be crucified? Religion: Christianity</p>	<p>*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Or *Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>
	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>	<p>Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>		

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

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

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