Curriculum Plan: September 2014   Class: Oak   L Askew

Subject	Term 1 – **World War 2**	Term 2 – **Extreme Weather**	Term 3 - **Superhumans**
Science	**Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	**States of matter** ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Animals, including humans** ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. **Sound** ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it

			▪ recognise that sounds get fainter as the distance from the sound source increases.
Computing	**We are co- authors** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**We are meteorologists** • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **We are historians** ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report	**Espresso coding** ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

		concerns about content and contact.	
Geography	▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Geographical skills and fieldwork** ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Human and physical geography** ● describe and understand key aspects of: ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (**Shelter Box visit**)	N/A
History	**The Battle of Britain** ● a significant turning point in British history, for example, the first railways or the Battle of Britain	**Ancient civilisations destroyed by natural disasters – e.g. Pompei** ▪ the achievements of the earliest	N/A

		civilizations – an overview of where and when the first civilizations appeared	
Art and Design	**Propaganda posters WW2** ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.	N/A	**Leonardo da Vinci?** ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.
P.E.	Please see plan - SM		
R.E	**The Christian Way of Life** God and humanity Beliefs that human beings - are made in the image and likeness of God - became sinful - can be redeemed How these beliefs are expressed in stories and pictures **Beliefs, values and experience** The foundations of Christian morality	**Christianity** **Personal and community action** This may be expressed in - personal relationships - caring and healing - attitudes to social issues - attitudes to global issues How Christian beliefs and values are expressed through exemplars of the faith and through Christian	**Hinduism** Concepts, Truths and Values God God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga The complementary attributes of deities as male and female The concept of avatar (a deliberate descent of a deity from heaven to earth, or a descent of the supreme being ie Vishnu) Key beliefs The universe, and the endless cycle of creation, preservation

- The two greatest commandments - The Ten Commandments - The Sermon on the Mount Key Christian Values (Fruit of the Spirit) Love Joy Peace Patience Kindness Goodness Faithfulness Gentleness Self-control	organisations Significant life events Birth and growing-up and how in some traditions these relate to baptism and confirmation but not other traditions Marriage Death and the different ways funerals are conducted Different attitudes to the dead and why some Christians keep the commemoration of All Souls Day and others don't	and destruction Reincarnation (the cycle of birth and death) Religious symbols Aum, The Lotus flower, The Swastika, The colour saffron Gurus and disciples The importance of spiritual teachers, eg holy people who visit Great Britain Respect for - God - Other people - The cow and all forms of life Family, community and tradition Hindu traditions Hinduism is originally an Indian religion, encompassing many traditions, sects and movements There are many Hindus living in Great Britain and other parts of the world The importance of close contact with families in India The importance of music, dance and drama The importance of the family Love and loyalty between all members of the extended family, eg grandparents often live with their family and are well respected The community and the whole world as a family How Hindu values and rituals are learnt in the home The journey of life The four different stages of life (ashramas) and their associated duties Samskars, e.g. those associated with birth, initiation, marriage and death Worship Puja at home aril in the Mandir (temple) The shrine The Arti ceremony The role of divine images in worship

			Havan
			Yoga, meditation and mantra
			Festivals/the Hindu calendar
			Varsha Pratipada
			Birthdays of Rama and Krishna
			Divali
			Raksha Bandhan
			Food associated with festivals and worship
			Dassehra
			The importance of pilgrimage
			In India, e.g.
			- Varanasi
			- Gangotri
			- Vrindavan
			- Ayodhya
			Stories associated with pilgrimage, eg the story of the descent of the Ganges
			The development of holy places in Great Britain
			- focus on visits to various Mandirs as centres of worship and learning
			Scriptures
			Names and nature of the sacred texts
			The Vedas, including the Upanishads
			The Ramayana
			The Mahabharata, including the Bhagavad Gita
			The Puranas
			How they are used by adherents to Hinduism
			Stories
			Rama's exile and return
			The childhood of Krishna
			Stories with a moral, eg those from the Panchatantra or Hitopadesh

Languages	Unit 2: Jeux et Chansons	Unit 12: Quel temps fait il?	Unit 10: Vive le Sport!
	• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
	Unit 7: On y va	• write phrases from memory, and adapt these to create new sentences,	**Unit 8: L'argent de poche**
	• listen attentively to spoken language and show understanding by joining in and responding	• to express ideas clearly speak in sentences, using familiar vocabulary, phrases and basic language structures	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
		Unit 9: Raconte – moi une histoire!	
		• speak in sentences, using familiar vocabulary, phrases and basic language structures	
		• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	
		• read carefully and show understanding of words, phrases and	

		simple writing and responding
Music	■ **Recorders** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,control and expression ■ listen with attention to detail and recall sounds with increasing aural memory ■ use and understand staff and other musical notations	
Design/DT	**Rationing and war – time cooking** ■ understand and apply the principles of a healthy and varied diet ■ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ■ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	**Make survival shelters** ■ Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ■ Make - select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities ■ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge - apply their understanding of how to strengthen,	**Superfoods!** ■ understand and apply the principles of a healthy and varied diet ■ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ■ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

		stiffen and reinforce more complex structures	
PSHE	Seal units: New beginnings Getting on and falling out	Seal units: Say no to bullying Going for Goals!	Seal units: Good to be me Relationships Changes