

Curriculum Plan: September 2016

Class: Hazel P Hooper/S Medlyn

Subject	Term 1 - World War 2	Term 2 - Extreme Weather	Term 3 - Superhumans
Science	<p>Electricity</p> <ul style="list-style-type: none"> • 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. 	<p>States of matter</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> ▪ 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. <p>Sound</p> <ul style="list-style-type: none"> ▪ 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

			<ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases.
Computing	<p>We are co- authors</p> <ul style="list-style-type: none"> 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 	<p>We are meteorologists</p> <ul style="list-style-type: none"> 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 <p>We are historians</p> <ul style="list-style-type: none"> 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; 	<p>Espresso coding</p> <ul style="list-style-type: none"> 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

		identify a range of ways to report concerns about content and contact.	
Geography	<ul style="list-style-type: none"> 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 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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	Ancient civilisations destroyed by natural disasters - e.g. Pompei	N/A

	<ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Evacuation Day/ Museum visit</p>	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared 	
Art and Design	<p>Propaganda posters WW2</p> <ul style="list-style-type: none"> 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	<p>Leonardo da Vinci?</p> <ul style="list-style-type: none"> 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.	<p>Swimming – (Every term)</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<p>Dance – perform dances using a range of movement patterns</p> <p>Rounders – play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>Tennis – play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Athletics – develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>Gymnastics - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>		
R.E	<p>What does it mean to live a Christian life? 1a 2e 3a 3i 3n</p> <p>The Christian Way of Life: <u>God and Humanity:</u> Belief that human beings</p> <ul style="list-style-type: none"> • Are made in the image and likeness of God • Became sinful • Can be redeemed <p>How these beliefs are expressed in stories and pictures. <u>Beliefs, Values and Experience</u> The foundations of Christian morality</p> <ul style="list-style-type: none"> • The 2 greatest commandments • The 10 commandments • The Sermon on the Mount <p><u>Key Christian values</u> Love, Peace, Kindness, Faithfulness, Self-control, Joy, Patience, Goodness, Gentleness.</p> <p>How do the churches make a difference in Cornwall? 1e 2b 3a 3k 3l</p> <p>The Christian Way of Life <u>Personal and Corporate commitment and action.</u> This may be expressed in:</p> <ul style="list-style-type: none"> • Personal relationships • Caring and healing 	<p>What are the different ways of worship in my church? 1g 2c 3a 3e 3o</p> <p>The Church <u>Worship</u> The Eucharist The Lord's Supper The Lord's table The breaking of bread, mass, the Divine Liturgy, The use of silence and language in worship Some prayers and their meaning</p> <p>Who wrote the Bible and where did it come from? 1h 2f 3a 3d 3m</p> <p>The Bible <u>Versions of the Bible in English</u> The Bible as translated from its original languages of Hebrew, Aramaic and Greek. Different translators and translations and how they shape the language of different churches How the Bible has been translated into different languages found in the British Isles e.g. Welsh, Gaelic, Scots, Cornish...</p> <p><u>The Bible includes</u> The Old Testament, new testament and the apocrypha (in some traditions)</p>	<p>Introduction to Judaism G-d 1d 2d 3a 3g 3h 3q <u>Jewish belief about G-d</u> G-d is One, good G-d is creator G-d cares for all people <u>Belief exemplified through:</u> The Shema, mezuzah, tefillin, tzitzit, the first of 5 commandments, prayer, psalms and songs, stories, wearing of kippah and tallit. <u>Festivals and celebrations</u> Pesach, Shavuot and Sukkot. <u>Worship and the community</u> The synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi.</p> <p>Why is the Torah so important to the Jews? 1i 2c 3a 3n 3j The Torah <u>The Tenakh</u> Torah, Nevi'im and Ketuvim G-d giving the Torah at mount Sinai and how different traditions understand the origins and nature of the Torah <u>Stories</u> The Creation The Patriarchs Moses <u>Study of the Torah</u></p>

	<ul style="list-style-type: none"> • Attitudes to social issues • Attitudes to global issues <p>How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations.</p>	<u>Types of writing</u> history, law, wisdom, prophecy, Gospels, letters	Reading of the weekly portion The annual cycle of readings Regular Torah study Simchat Torah Respect and honour for the torah and G-d's name The People & The Land <u>Family Life</u> Shabbat
Languages	<p>Unit 1: Moi</p> <p>Simple greetings</p> <ul style="list-style-type: none"> • Making simple statements (about name and age) • Asking simple questions (about name and age) • Numbers 1-10 <p>Unit 2: Jeux et chansons</p> <p>Responding to a song in French</p> <ul style="list-style-type: none"> • Understanding simple instructions • Making a game • Numbers 11-20 • Simple instructions • Expressing preference 	<p>Unit 3: On fait la fete</p> <p>Saying what you can do well</p> <ul style="list-style-type: none"> • Celebrating achievements and special occasions • Making simple statements (about activities) • Expressing praise • Months of the year • Writing an invitation • Asking permission <p>Unit 4: Portraits</p> <p>Parts of the body</p> <ul style="list-style-type: none"> • Colours • Descriptions of people • Making simple statements (about appearance) • Giving a simple description (of a person) 	<p>Unit 5: Les trois amis</p> <ul style="list-style-type: none"> • Responding to a story • Understanding simple instructions • Descriptions of animals • Giving a simple description (of an animal) • Making simple statements (about movement) <p>Unit 6 Ca pousse</p> <p>Responding to a story</p> <ul style="list-style-type: none"> • Buying things • Ordering in a restaurant • Expressing likes and dislikes (about food) • Saying what you would like
Music	<ul style="list-style-type: none"> ▪ 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 		

	<ul style="list-style-type: none"> ▪ use and understand staff and other musical notations 		
Design/DT	Rationing and war - time cooking <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	Superfoods! <ul style="list-style-type: none"> ▪ 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.

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
English	Poetry Diary entry Newspaper report		