

## Curriculum Plan: 2016-2017 Class: Maple and Holly

Subject	Term 1 What did the Victorians do for Troon?	Term 2 Will we be able to fish in the future?	Term 3 Ancient Greeks
Science	<p><u>Light</u></p> <ul style="list-style-type: none"> <li>- Recognise that light appears to travel in straight lines</li> <li>- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- Compare and give reasons for variations in how components function, including the</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- describe the life process of reproduction in some plants and animals</li> <li>- describe how living things are classified into broad groups according to common</li> <li>- observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>- give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the</li> <li>- functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies</li> <li>- function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide</li> <li>- information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

	brightness of bulbs, the loudness of buzzers and the on/off position of switches <ul style="list-style-type: none"> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		<ul style="list-style-type: none"> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	<ul style="list-style-type: none"> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- 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</li> </ul>
Geography	<u>Locational Knowledge</u> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and</li> <li>- their identifying human and physical characteristics, key</li> </ul>	<u>Locational knowledge</u> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of</li> </ul>	<u>Place knowledge</u> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and</li> </ul>

	<p>topographical features(including hills, mountains, coasts and rivers), and land-use patterns; and understand</p> <ul style="list-style-type: none"> <li>- how some of these aspects have changed overtime</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>- human geography, including: types of settlement and land use, economic activity</li> <li>- including trade links, and the distribution of natural resources including energy,</li> <li>- food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>- Russia) and North and South America, concentrating on their environmental regions,</li> <li>- key physical and human characteristics, countries, and major cities</li> </ul>	<ul style="list-style-type: none"> <li>- physical geography of a region of the United Kingdom, a region in a European country,</li> <li>- and a region within North or South America</li> </ul>
History	<p><u>A local history study</u> <u>A study of life in the Victorian times</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct</p>		<p><u>Ancient Greece - a study of Greek life and achievements and their influence on the western world</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>

	informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
Art and Design	<u>Printing, sketching and painting</u> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques including printing, sketching and paint</li> <li>- To learn about great artists and understand the historical and cultural development of their art forms</li> <li>- To evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<u>Sketching and Painting</u> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques including painting</li> <li>- To learn about great artists and understand the historical and cultural development of their art forms</li> <li>- To evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<u>Clay and sculpture</u> <ul style="list-style-type: none"> <li>- To improve their mastery of art and design techniques including painting</li> <li>- To learn about great artists and understand the historical and cultural development of their art forms</li> <li>- To evaluate and analyse creative works using the language of art, craft and design</li> </ul>
P.E			
R.E			
Music	<ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using voices and the ukulele with increasing accuracy</li> <li>- Improvise and compose music for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using voices and the ukulele with increasing accuracy</li> <li>- Improvise and compose music for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts using voices and the ukulele with increasing accuracy</li> <li>- Improvise and compose music for a range of purposes</li> </ul>

		<ul style="list-style-type: none"> <li>- Use and understand staff and other musical notations</li> </ul>	<ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
Design and technology	<u>Cooking and Nutrition - pasty</u> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet</li> <li>- Prepare and cook a savoury dish using a range of cooking techniques</li> </ul>	<u>Cooking and nutrition - fish pie</u> <ul style="list-style-type: none"> <li>- Prepare and cook a savoury dish using a range of cooking techniques</li> <li>- Understand seasonality and know where a variety of ingredients are reared, caught and processed.</li> </ul> <u>Water resistant clothing</u> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li> <li>- Select from and use a variety of tools, equipment and materials</li> <li>- Evaluate ideas and products against their own design criteria</li> </ul>	<u>Design - buggies</u> <ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> </ul> <u>Technical knowledge</u> <ul style="list-style-type: none"> <li>- Understand and use mechanical systems in their products</li> </ul>
PSHCE	SEAL: New Beginnings. Getting on and falling out. Say no to bullying.	SEAL: Going for goals! Good to be me.	SEAL: Relationships. Changes.
English	Narrative: A tale of Fear Narrative: Defeating the monster Narrative: Modern retelling from one viewpoint Non Fiction: Chronological reports	Narrative: finding story (reflection back in time) Narrative: character story Non-fiction: one sided argument Non-fiction: discussion and journalism (balanced	Narrative: tradition tale Narrative: extended fantasy tale. Non-fiction: persuade and inform Non-fiction: Explanation Poetry Play scripts

	Non Fiction: Autobiographical and Biographical writing.	argument)	
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