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| ByersGreenLogoByersGreenLogoCLASS 4 CURRICULUM MAP CYCLE A |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English  | **Explorers**  | **Invaders and Settlers** | **How has life changed for children in the UK?** |
| Thief! - **Malorie Blackman**Hidden Figures The Girl of Ink and Stars- **Kiran Millwood Hargrave** | Autobiography of an astronaut | Kensuke’s Kingdom - **Michael Morpurgo** | Street Child **- Berlie Doherty**The Boy at the Back of the Class - **Onjali Q. Raúf** |
| Missing eventsNewspaper ReportSci Fi Story | Diary entriesAutobiography Information book | Fact fileDescription/story Instructions  | Poetry ArgumentPersuasion  | Setting descriptionNon-chronological reportBiography   | LettersPersuasion  |
| Maths  | Place ValueAddition Subtraction Multiplication Division  | Fractions, decimals and percentagesAssess and review | Statistics Geometry – properties of shapeGeometry – position and direction | Measurement  | Place value4 operations  | Fractions,Decimals and percentages |
| Science | **Earth and Space**(Earth and Space)  -Describe movement of Earth/ other planets relative to Sun. -Describe movement of Moon relative to earth. -Describe earth, sun, moon as approx. spherical bodies. -Use Earth’s rotation to explain day and night/ apparent movement of sun across sky.   |  **Forces** (Forces in Action)  -Explain unsupported objects fall to Earth (gravity – force acting between Earth & falling object).  -Identify effects of: air resistance water resistance friction (action between 2 moving surfaces).  -Recognise some mechanisms: Levers Pulleys and gears (small force = greater effect).  |  **Properties and changes of materials** -Compare/ group materials based on properties. Include: Hardness, solubility, transparency, conductivity & response to magnets.  -Know some materials dissolve in liquid = solution -Describe how to recover substance  -Use knowledge of solids, liquids, gases to describe how to separate mixtures (filtering, sieving, evaporating)  -Give reasons (using evidence) for uses of materials.  -Dissolving, mixing, changes of state can be reversed. -Some changes = new material = not reversible (burning).  | **Living things and their habitats**describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. |  **Animals including humans**(Changes and Reproduction)  -Describe changes as humans develop to old age: Human Life Cycle Gestation Childhood Puberty 1 & 2 Adulthood to old age    |
| Computing | **Purple Mash Unit 5.2 Online safety** use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact **Project Evolve** Online relationships, reputations and bullying **Purple Mash Unit 5.1 Coding** | **Purple Mash Unit 5.3 Spreadsheets**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 | **Purple Mash Unit 5.4 Databases** 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 | **Purple Mash Unit 5.5 Game Creator**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 | **Purple Mash Unit 5.6 3D Modelling** 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 | **Purple Mash Unit 5.7 Concept Map** 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 |
| PE | SWIMMING – MONDAY 11:00 – 12:00Spennymoor Leisure Centre |  |  |
| Tag Rugby (Grid Rugby/Tag rugby*Games)* | Whats so funny?*Dance* | Zone Rounders*Games* | Gymnastics (Assessing level 4/5 unit 6 task 1and 2 *Gym)* | Distance Challenge*Athletics* | Beat the Clock, Electric Fence*OAA*(Long and Thin or short and fat *Games)* |
| Art |  | [**Typography & Maps**](https://www.accessart.org.uk/typography-and-maps/) Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.  | Mixed Media Land & City Scapes Explore how artists use a variety of media to capture spirit of the place.  |  |  | Shadow Puppets Explore how traditional and contemporary artists use cutouts and shadow puppets.  |
| DT | Space**Electric control**Moon buggy - |  |  | **Textiles**. create a story scene/tapestry panel | **Mechanism**: Make a moving cam model to show a Victorian fairground ride. |  |
| Geography |  | **Fantastic Journeys.****Is there more to North America than just Disneyland?****Human and physical geography - trade links, natural resources including energy, food, minerals & water****Where does my food come from?****Time zones**  |  | **Settlement and Land use** **Why did people choose to invade and settle in Britain?** |  | **Processes and key features shaping places and human experiences**  |
| History | **The age of Exploration - the discovery of the Americas – The War of independence**  |  | **The Vikings:** why did the Vikings invade Britain? Where and why did they settle? Who were Alfred the Great and Athelstan? | **The Anglo-Saxons:** what happened after the Romans left Britain?Where did the Anglo-Saxons settle?Investigation into Anglo-Saxon life and culture. | **Victorian Britain:** Has life got better for children in Britain? Consider what life was like for working children compared to life now. **Street Child** |  |
| RE | Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?   |  What are the themes of Christmas?  |  What do Christians believe about God?  |  Why is the Last Supper so important to Christians?  |  How are Jewish beliefs expressed in the home?  |  So, what do we know about Christianity? (exploration through the concepts)  (Bridging Unit)   |
| PSHCE | Me and my relationships | Valuing differences | Keeping myself safe | Rights and responsibilities | Being my best | Growing and changing |
| Music  | **Developing Melodic Phrases***How does music bring us together?* Recorder – Durham Music Service | **Understanding Structure and Form***How does music connect us with our past?* | **Gaining Confidence Through Performance***How does music improve our world?* | **Exploring Notation Further***How does music teach us about our community?* | **Using Chords and Structure***How does music shape our way of life?* | **Respecting Each Other Through Composition***How does music connect us with the environment?* |
| Spanish | Phonics studyPresenting myself**Intercultural understanding:**National Day of Spain [*Dia Nacional de Espana* - 12th October]Day of the Dead *[Dia de los Muertos -* Mexico] | My Family**Intercultural understanding:**Spanish Christmas traditions [*Navidad]* | In the Classroom**Intercultural understanding:**World Book Day | At the Weekend**Intercultural understanding:**Spanish Easter traditions [*Semana Santa*] | Habitats**Intercultural understanding:**Ongoing comparisons re Spain / UK | The Vikings**Intercultural understanding:**Etiquette in Spain  |