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| ByersGreenLogoByersGreenLogo  CLASS 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 events  Newspaper Report  Sci Fi Story | Diary entries  Autobiography  Information book | Fact file  Description/story  Instructions | Poetry  Argument  Persuasion | Setting description  Non-chronological report  Biography | Letters  Persuasion |
| Maths | Place Value  Addition  Subtraction  Multiplication  Division | Fractions, decimals and percentages  Assess and review | Statistics  Geometry – properties of shape  Geometry – position and direction | Measurement | Place value  4 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 – 12:00  Spennymoor 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 study  Presenting 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 |