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| ByersGreenLogoByersGreenLogoCLASS 4  CURRICULUM MAP  CYCLE B | | | | | | | |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
|  | | | | | | | |
| **Theme** | **Why are rainforests important to us?** | | **What was the Impact of WW2?** | | | **Ancient Baghdad** | |
| **Class text(s)**  **English** | Running Wild - **Michael Morpurgo**  The Explorer – **Katherine Rundel**  The Vanishing Rainforest/Poetry **Ted Hughes** | | Letters from the Lighthouse - **Emma Carroll**  When Hitler Stole Pink Rabbit **– Judith Kerr**  Flanders Fields **– John McCrae /** War poetry | | | Wonder **– R J Palacio**  The Night Bus Hero **– Onjali Q. Rauf**  **Reflection - Animation** | |
| **Descriptive writing with**  **changing atmosphere from character perspectives**  **Newspaper report**  **Non-Chronological Report**  **Diary**  **Information Books (CC Geography)** | **Formal Letter**  **Adventure story** -  **Persuasive speech** – | **Non-chronological report**  **Informal letter**  **Discussion**  **Newspaper**  **Descriptive writing in 3rd person** | **Instructions**  **Narrative** **with a historical setting**  **Poetry** | | **Biography**  **Diary / recount**  **Discussion**  **Narrative with a familiar setting** | **Poetry**  **Newspaper report**  **Narrative**  **Non -Chronological Report** |
| **Maths** | **Place** **Value in increasingly larger numbers**  **Calculation involving all four operations:**  **Addition**  **Subtraction**  **Multiplication**  **Division**  **Understanding the order of operations**  **Measurement** -**Units of measure and conversions** | **Fractions,**  **decimals and**  **percentages including conversions and calculations** | **Geometry including the properties of shape and transformations on a coordinate grid**  **Understanding angles**  **Statistics** **– reading and interpreting graphs and charts** | **Problems and puzzles linked to number facts**  **Revision of Fractions**  **Calculating ratio and proportion** | | **Understanding algebra**  **Measurement – area, perimeter and volume** | **Statistics – collecting and interpreting data**  **Finding averages**  **Calculation puzzles, problems and investigations** |
| **Science** | **Living Things and their Habitats**  (Classifying Organisms)    -Describe how living things are classified into broad groups (based on characteristics/ similarities/ differences)  -Include:  Animals  Plants  Micro-organisms    -Give reasons for classifying plants & animals | **Evolution and Inheritance** (Y6)  (Evolution and Inheritance)    -Recognise living things have changed over time.  -Fossils provide information about millions of years ago.  -Recognise living things produce offspring of same kind – but are not identical to parents.  -Identify how animals & plants are adapted to suit environment in different ways.  -Adaptation may lead to evolution. | **Electricity** (Y6)  (Changing Circuits)    -Associate brightness or volume with number & voltage of cells used in circuit.    -Compare/ give reasons for variations in how components function:  Brightness of bulbs/ Loudness of buzzers/  On/off position of switches.    -Use recognised symbols when drawing simple circuit diagrams. | | **Light** (Y6)  (Seeing Light)    -Recognise light appears to travel in straight lines.    -Objects are seen because that give out or reflect light into the eye.    -We see things because light travels to eye from light sources or from light source to object to eyes.    -Explore shadows: same shape as object due to light travelling in straight lines. | **Animals including Humans** (Y6)  (Healthy Bodies)    -Identify/name main parts of human circulatory system    -Explore function of heart/ blood vessels/ blood.    -Describe how nutrients and water are transported.  -recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions | |
| **Computing** | **Purple Mash Unit 6.2 Online safety**    use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact  use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content    **Project Evolve:**  Online relationships, reputations and bullying (Year 6 units) [ProjectEVOLVE - Education for a Connected World Resources](https://projectevolve.co.uk/)    ***Key Vocabulary:***  *data analysis, digital footprint, inappropriate, location sharing, password, PEGI rating, phishing, print screen, screen time, secure websites, spoof.*      **Purple Mash Unit 6.1 Online safety**    design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts  use sequence, selection and repetition in programs; work with variables and various forms of input and output    ***Key Vocabulary:***  *Action, algorithm, concatenation, co-ordinates, debug/ debugging, decomposition, event, execute, flowchart, function, input, launch command, object, output, predict, procedure, properties, repeat, repeat until, selection, sequence, simulation, string, tabs, text, text object, timer, turtle object, variable, x and y properties* | **Purple Mash Unit 6.3 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    ***Key Vocabulary:***  *Advanced mode, budget, chart, columns, count, data, dice tool, expense, format cell, formula, formula bar, formula wizard, move cell tool, percentage, probability, profit, rows, spreadsheet.* | **Purple Mash Unit 6.4 Blogging**    design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts  use sequence, selection and repetition in programs; work with variables and various forms of input and output  ***Key Vocabulary:***  *Approval, archive, blog, blog post, collaborate, commenting, connections, nodes, Vlog.* | **Purple Mash Unit 6.5 Text Adventures**    design, write and debug programs that accomplish specific goals    ***Key Vocabulary:***  *Debug/debugging, function, link, QR code, repeat, sprite, text adventure, selection, variables.* | | **Purple Mash Unit 6.6 Networks**    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    ***Key Vocabulary:***  *Data, DNS (Domain Name Server), ethernet, hosting, hub/switch, internet, IP address, ISP (Internet Service Provider), LAN (Local Area Network), network, router, search engine, WAN (Wide Area Network), web page, web server, website, WLAN: (Wireless Local Area Network), Wi-Fi, World Wide Web*    **Purple Mash Unit 6.7 Quizzing**    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  ***Key Vocabulary:***  *Audience, audio, case-sensitive, clipart, clone, cloze, copy/paste, database, database record, database field, image, image filter, selfie statistics, undo/redo, preview, quiz.* | **Purple Mash Unit 6.8 Understanding Binary**    use logical reasoning to explain how some  simple algorithms work and to detect and correct errors in algorithms and programs    ***Key Vocabulary:***  *binary, bit, decimal, denary, digit, game states, integer, microprocessor, nanotechnology, nibble, byte, kilobyte, megabyte, gigabyte and tetrabyte, switch, transistor, variable.* |
| **Art** |  | [**Exploring Identity**](https://www.accessart.org.uk/identity/)  **Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.**  Geography link/ Freida Khalo |  |  | | **Sculpture:** Clay sculptures based on 1101 ‘Tommy’ at Seaham Harbour by **Ray Lonsdale**. | [**Architecture: Dream Big or Small?**](http://www.accessart.org.uk/architectural-design)  Explore the responsibilities architects have to design us a better world. Make your own architectural model.  Artist link – Zaha Hadid |
| **DT** | **Structure**: Make a shelter to survive in the rain forest – bush craft activity. |  | **Cooking and nutrition:** Consider how food changed during World War II and the way it was rationed. Make food following WWII recipes. |  | |  |  |
| **Geography** | **Vegetation, biomes, forest types**  **Fantastic Forests – Why are they so important? What is deforestation?**  **What is the impact of climate change on me?** | **South America: Brazil**  **What do places have in common?**  **River Study – The Amazon** |  |  | |  | **Where do we get our resources and why is trade essesntial?** |
| **Geographical skills and fieldwork** : on going across the year | | | | | | |
| **History** |  |  | **World War I and II**  Local history study. Research how WWII affected the North East.  **What’s in a name?** What’s in a name? Research local history and war memorials within Durham. | | | **Why was Baghdad such an important city?**  A study of the discoveries and advancements that were made in Ancient Baghdad |  |
| **Spanish** | Phonics study  What is the date?  **Intercultural understanding:**  *Dia Nacional de Espana* [12th October]  Day of the Dead *[Dia de los Muertos -* Mexico]  Day of the Dead *[Dia de los Muertos -* Mexico]  Day of the Dead *[Dia de los Muertos -* Mexico] | My Family  **Intercultural understanding:**  Spanish Christmas traditions [*Navidad]* | Do you have a pet?  **Intercultural understanding:**  World Book Day | At School  **Intercultural understanding:**  Spanish Easter traditions [*Semana Santa*] | | *Healthy Living*  **Intercultural understanding:**  Ongoing comparisons re Spain / UK | Me in the World  **Intercultural understanding:**  Spanish lifestyle |
| **Music** | **Learning Recorder with Durham Music Service** | **Emotions and Musical Styles**  *How does music connect us with our past?* | **Exploring Key and Time Signatures**      *How does music improve our world?* | **Introducing Chords**      *How does music teach us about our community?* | | **Words, Meaning and Expression**      *How does music shape our way of life?* | **Identifying Important Musical Elements**    *How does music connect us with the environment?* |
| **PE** | Invasion games | Dance- linked to our Christmas performance | Net and wall games | Games - zone rounders  Gymnastics | | Athletics - with a coach | Outdoor and adventurous activities |
| **PSHCE** | Me and my relationships | Valuing differences | Keeping myself safe | Rights and responsibilities | | Being my best | Growing and changing |
| **RE** | What can we learn about religious diversity in our area?  What can we find out about our local Muslim community? | What do the gospels tell us about the birth of Jesus? | How and why do people care about the environment? | Why are Good Friday and Easter Sunday the most important days for Christians? | | Why do people use rituals today? | What do we know about Christianity? (exploration through the concepts) |