






CLASS 4
CURRICULUM MAP
CYCLE A












	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What inspires Exploration?		Why did invaders settle in Britain?		What was life like for children in Victorian Britain?	
Curriculum Enrichment and Educational Visits/visitors	Learn about life at sea in the Captain Cook Birthplace museum Our Place in Space workshop at the Centre for Life		Anglo Saxon workshops at Jarrow Hall Settlement of Anglo Saxons and Viking invasion with workshops at Lindisfarne Priory		Residential Visit Coastal study at the beach Beamish museum – Victorian School visit	
Class text(s) English	  		  Poetry – The Jabberwocky by Lewis Carroll 		  Poetry – If by Rudyard Kipling 	

<p>Opportunities for extended writing</p>	<p>Narrative - Setting/storm description</p> <p>Diary/journal entry – Life at sea</p> <p>Instructions - How to survive on a desert island</p> <p>Narrative – adventure/survival story</p> <p>Letter home – Informal letter to a friend</p>	<p>Discussion text – Did Neil Armstrong really walk on the moon?</p> <p>Biography - based on Katherine Johnson (Hidden Figures)</p> <p>Newspaper recount - Missing girl based on Francis Brandywine</p> <p>Narrative - Thriller story based on animation</p> <p>Movie Review – based on animation</p>	<p>Narrative – retell of story opening from alternate perspective</p> <p>Diary entry – based on central book character</p> <p>Non -Chronological Report (CC – history) – what was life like for an Anglo-Saxon</p>	<p>Non – chronological report – fictional mythical creature</p> <p>Narrative – Fantasy story based on the Tiny Crusader</p> <p>Newspaper report – Lindisfarne is under attack</p>	<p>Discussion Text - Should the workhouse be allowed?</p> <p>Non-chronological report - children’s jobs in Victorian Britain</p> <p>Narrative – setting description</p> <p>Persuasion – speech to outline children’s rights</p>	<p>Narrative - Time travel story</p> <p>Narrative – conversion of witch scene into atmospheric writing</p> <p>Character profile – Macbeth and/or Lady Macbeth</p> <p>Letter – explaining the series of events</p>
<p>Additional Writing ‘Hooks’</p>	<p>Literacy Shed – Francis Brandywine (animation)</p> 	<p>Literacy Shed – The Tiny Crusader (animation)</p> 		<p>Shakespeare Unit – Macbeth</p> 		
<p>Maths</p>	<p>Number 1- Place value in whole numbers</p>	<p>Number 3 – Place value in decimal numbers</p>	<p>Fractions 3 – Finding fractions of quantities and amounts</p>	<p>Number 5 – Order of operations</p>	<p>Ratio and proportion /reasoning about number 1</p>	<p>Calculation – Revision (Addition and subtraction)</p>

	<p>Calculating 1 – Addition/ subtraction Number 2 – Number Facts Calculating 2 – Multiplication/ division Measurement 1– area, perimeter (rectilinear shapes) and volume</p>	<p>Decimals/Fractions/ Percentages 1 Measurement 2 – units of measure Fractions 1 – understanding fractions Fractions 2 – Calculating with fractions</p>	<p>Decimals/Fractions/ Percentages 2 Number 4 – negative numbers Geometry 1 – properties of shape Geometry 2 – angles</p>	<p>Geometry 3 – position and direction on a grid with up to four quadrants Algebra/reasoning about numbers Measurement 3 – area and perimeter of triangles and irregular polygons</p>	<p>Statistics 1 – read and interpret graphs and charts, finding averages Measurement 4 – time Ratio and proportion /reasoning about number 2 – scaling and scale factor</p>	<p>Calculation – Revision (multiplication and division) Statistics 2 – collect data and present using graphs and charts Reasoning and Problem solving</p>
<p>Science</p>	<p>Earth and Space</p> <p>What does our solar system look like? How do objects in the solar system move? Why does the Earth get day and night? Why do we have seasons?</p> <p><u>Scientists and inventors</u> Nicolaus Copernicus Katherine Johnson Elon Musk Caroline Herschel</p>	<p>Forces</p> <p>Why do things fall? (Gravity) Why do things slow down when travelling through air/water? What are the effects of friction? How do pulleys and levers work?</p> <p><u>Scientists and inventors</u> Sir Isaac Newton Mae Jemison</p>	<p>Properties and changes of materials</p> <p>How can we compare the properties of materials? What are materials conductors or insulators? (heat/electricity) How do materials react to magnets?</p>	<p>Properties and changes of materials</p> <p>What is the difference between a solid, liquid and a gas? How can we change the state of matter? What will dissolve in a liquid? What changes are reversible and which are irreversible? <u>Scientists and inventors</u> Chien-Shiung Wu</p>	<p>Living things and their habitats</p> <p>What is a life cycle? How do life cycles change in mammals, amphibians, insects and birds? How do plants and animals reproduce?</p> <p><u>Scientists and inventors</u> Sir David Attenborough</p>	<p>Animals including humans</p> <p>How do people change as they get older?</p> <p><u>Scientists and inventors</u> David Sinclair</p>

<p>Computing</p>	<p>Project Evolve (Y5) Self-image and identity</p> <p>Quizzing 6.7 When would we create a program with a specific purpose?</p> <p>How can we create a simple program for a that has an intended outcome?</p>	<p>Project Evolve (Y5) 3D Modelling (5.6) Online relationships What is 3D modelling? Who might use 3D modelling? Can we create our own 3D model?</p> <p>Spreadsheets (5.3) What sort of information can we put into a spread sheet? How can using a spreadsheet help us present data? How can a spreadsheet help us analyse data?</p>	<p>Project Evolve (Y5) Micro-bits (physical computing) Make Code Online reputation What are micro-bits? What do we use them for? How do we programme them to control something?</p>	<p>Project Evolve (Y6) Coding (5.1) Online bullying What is coding used for? What do we mean by debugging? What is an algorithm? Can we detect and correct errors in our algorithms and programmes?</p>	<p>Project Evolve (Y6) Managing online information Understanding Binary (6.8) What is binary code? What is it used for? Can you understand simple binary? Can you write your own binary?</p>	<p>Project Evolve (Y6) Health, well-being and life style Concept Mapping (5.7) What is a concept map? Who would create one? How can we create a concept map using a computer? Understand computer networks (6.6) What do we mean by a computer network? Where are networks commonly found? What happens we 'google' something?</p>
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						How can we explain networks to someone else?
PE	Swimming	Swimming	Dance – What’s so funny unit	Games (striking and fielding) - Rounders	Athletics - Distance Challenge	Outdoor and adventurous activities - Beat the Clock, Electric Fence
	Games – (Invasion games) Calling the shots	Gymnastics <i>Coaching blocks allocated from SLA</i>	Games – (Net and wall) Tennis - Long and Thin or short and fat	Games (striking and fielding) - Rounders	Games – (Invasion games) Football <i>Coaching blocks allocated from SLA</i>	Games – (Invasion games) Netball <i>Coaching blocks allocated from SLA</i>
Art	Painting Study portraits of historical figures Create our own portraits of key explorers using a range of brushes and brush strokes Artist Study Study the life and work of Freda Kahlo	3D – Clay To create our own scale models of Mount Rushmore using clay Artist Study Study life and work of Peter Max  Explore his Statue of Liberty images	3D – Anglo -Saxon jewellery Investigate the images and patterns used in Anglo-Saxon Jewellery Experiment by drawing images of intricate Anglo-Saxon patterns and crosses Create our own jewellery	Drawing – (Dragons)   Design and draw our own Celtic Dragon	Painting Artist Study Study the life and work of Lowry  Recreate images of Victorian Britain in the style of Lowry	Drawing Make observational drawings of flowers and foliage Printing Artist Study Study the life and work of William Morris 

	 <p>Reflect our own identity in our self portraits</p> <p>To create our own self-portraits using oil pastels</p>	<p>Recreate a statue of Liberty image in the style of Peter Max</p>		<p>using fine liners and ink</p>		 <p>Printing our own patterns in the style of William Morris</p> 
<p>DT</p>	<p>Electric control</p> <p>Research – Find out about the Lunar Rover vehicle, what it was used for and how it worked</p> <p>Testing – Build circuits that use a motor to turn an axle that can be used to power a buggy</p> <p>Design – Draw detailed plans of our own moon buggies from different perspectives</p> <p>Build – create moon buggy that uses a motor to travel unaided</p> <p>Evaluate – How effective were our designs and what could be done to improve them?</p>	<p>Textiles</p> <p>Research – investigate textile panels including the Bayeux Tapestry. What were they used for? What can we learn from them?</p> <p>Testing – Experiment with different types of stitching</p> <p>Design – Draw annotated diagrams of our own textile panels to reflect our favourite stories</p> <p>Build – create our own textile panels using a range of stitches</p> <p>Evaluate – How effective were our designs and what could be done to improve them?</p>	<p>Mechanism:</p> <p>Research – Find out what a cam is and explore toys that work using cams</p> <p>Testing – Create our own simple cams that create motion</p> <p>Design – Draw detailed design plans from different perspectives</p> <p>Build – Make a moving cam model to show a Victorian fairground ride.</p> <p>Evaluate – How effective were our designs and what could be done to improve them?</p>			

<p style="text-align: center;">Geography</p>	<p>Locational/place Knowledge - North America</p> <p>What are the trade routes between continents?</p> <p>Where in the World is North America?</p> <p>How do time zones vary around the world?</p> <p>Can we identify specific locations using lines of latitude and longitude?</p> <p>How does County Durham compare with the State of New York?</p>	<p>Physical and Human Features</p> <p>How do the States of America vary?</p> <p>How is trade impacted by physical features?</p> <p>Fieldwork</p> <p>How can we use data to plot climate across the different states?</p> <p>Mountain Study – The Rocky Mountains</p>	<p>Locational/place Knowledge</p> <p>Where did the invaders and settlers come from?</p> <p>Comparison between Scandinavian countries and the UK?</p> <p>What were the first kingdoms in the UK and how do these relate to modern counties?</p>	<p>Physical and Human features</p> <p>Why did people settle in specific locations?</p> <p>Are there any links between historical and modern settlements?</p> <p>What was special about the UK that made people want to settle here?</p> <p>Coastal study – Northumberland coastlines</p>	<p>Locational Knowledge</p> <p>Which countries were in the British Empire and do they still exist today?</p> <p>Locational/place knowledge - the UK</p> <p>How has London changed since the Victorian period?</p>	<p>Physical and Human features</p> <p>How has industry in Britain changed since the Victorian period?</p> <p>Fieldwork</p> <p>How is land used in our local area? (create our own maps)</p>
<p style="text-align: center;">History</p>	<p>Why did people begin to explore?</p> <p>How does exploration help change history?</p> <p>How do we know about the discoveries that were made?</p> <p>Who first discovered America?</p> <p>How did exploration affect the indigenous people?</p> <p>When did people first travel into space?</p> <p>How do we use evidence from the past to confirm significant events?</p> <p>Can we investigate some modern-day explorers?</p>	<p>The Anglo-Saxons 410-1066AD</p> <p>What was life like in Britain after the Romans left?</p> <p>Where did the Saxons come from?</p> <p>Where did they settle and why?</p> <p>What was it like living in a Saxon Village?</p> <p>Did the Saxons have any lasting impact on Britain?</p>	<p>The Vikings 800 to 1150 AD</p> <p>A local history study - Founding of Durham AD 995</p> <p>Who were the Vikings and where did they come from?</p> <p>Why did they invade Britain?</p> <p>Where did the Vikings settle?</p> <p>What was life like for a Viking child?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history</p> <p>How has life changed for children in Britain since the Victorian Era?</p> <p>When was the Victorian period?</p> <p>What do we know about Queen Victoria?</p> <p>What was life like for a Victorian child?</p> <p>Where can we see evidence of Victorian Britain in our local area?</p>		

				How did the Viking invasions change Britain? Why was Durham important at this time?	What significant events happened during this time? What impact did the Victorians have on us today?	
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 <i>How does music bring us together?</i> Recorder – Durham Music Service	Understanding Structure and Form <i>How does music connect us with our past?</i>	Gaining Confidence Through Performance <i>How does music improve our world?</i>	Exploring Notation Further <i>How does music teach us about our community?</i>	Using Chords and Structure <i>How does music shape our way of life?</i>	Respecting Each Other Through Composition <i>How does music connect us with the environment?</i>
Spanish	Phonics study What is the weather like? To know new vocabulary for describing the weather in Spanish To begin to describe the weather To improve listening and	Clothes To learn eleven nouns and determiners for items of clothing To learn ten more nouns and determiners for items of clothing To say what they are wearing using verb llevo [I wear] Top	Goldilocks and the Three Bears To listen to the familiar story Goldilocks and the Three Bears in Spanish and understand meaning using picture cards To relisten to the	At the Weekend To learn to tell the time around the clock in Spanish To learn 10 activities that might be done at the weekend To focus on the spellings of the ten activities To use 'at' and time when	Habitats To learn essential things plants need to survive in Spanish To learn five key habitats around the world To use the verb crecer [to grow] To use the verb vivir[The Vikings To learn how to decode more complex vocabulary using cognates To describe self and others physically using verb ser - to be To describe self and others' height and

	<p>decoding skills To read a weather map and describe weather in different parts of Spain To present a weather forecast in Spanish</p> <p>Intercultural understanding: National Day of Spain [Dia Nacional de Espana - 12th October]</p>	<p>learn more about adjectival agreement by describing items of clothing by colour To use knowledge to describe what they need to pack for holiday</p> <p>Intercultural understanding: Spanish Christmas traditions [Navidad]</p>	<p>familiar story Goldilocks and the Three Bears in Spanish and retain more vocabulary using picture cards To relisten to t the familiar story Goldilocks and the Three Bears in Spanish and retain knowledge using phrase cards To use knowledge to rewrite Goldilocks and the Three Bears in Spanish To present story to class</p> <p>Intercultural understanding: World Book Day</p>	<p>describing weekend activities To present weekend activities in spoken / written form</p> <p>Intercultural understanding: Spanish Easter traditions [Semana Santa]</p>	<p>to live To make presentation to class</p>	<p>character using verb ser - to be To describe self and others' hair type using verb ser - to be To describe own eye colour using verb tener - to have To describe a typical Viking day using time phrases</p>
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