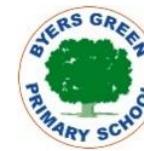
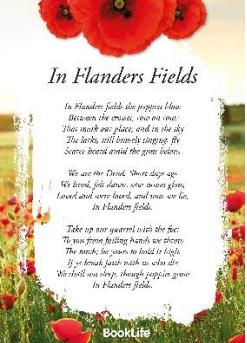




CLASS 4  
CURRICULUM MAP  
CYCLE B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What was the global impact of WW2?		Why are rainforests important for us?		What impact did Ancient Baghdad have on the wider world?	
Curriculum Enrichment and Educational Visits/visitor s	<b>Beamish Museum Evacuee workshop</b> <b>Beamish Museum Evacuee outreach</b> <b>WW2 Street Party</b>		<b>Durham Botanical Gardens</b> <b>River Study and ecological regions at Hardwick Park</b>		<b>Residential Visit to Newby Wiske</b> <b>Coastal study at the beach</b>	
Class text(s) English	 <b>Poetry</b> - Flanders Fields by John McCrae		 <b>Poetry</b> – The Vanishing Rainforest/Poetry Ted Hughes Tyger Tyger by William Blake		 <b>Poetry</b> – The Highwayman by Alfred Noyes	

<b>Opportunities for extended writing</b>			
<b>Non-chronological report</b> writing about WW2 (CC – History)  <b>Changing atmosphere</b> – before and after the air raid warning in the cinema  <b>Informal letter</b> – Olive’s thoughts and feelings once she arrives at Budmouth point  <b>Discussion</b> – should the lighthouse be ‘Erased’?  <b>Newspaper</b> – German Plane crashes at Budmouth Point  <b>Narrative</b> – alternative ending from Esther’s point of view	<b>Instructions</b> – How to survive as an evacuee!  <b>Narrative</b> - evacuee adventure/mystery story  <b>Persuasive speech</b> – to stop deforestation/illega hunting	<b>Setting descriptions</b> – contrasting settings beach to forest.  <b>Changing atmosphere from character perspective</b> – before, during and after the tidal wave  <b>Newspaper report</b> – Tidal Wave Hits Indonesia  <b>Non-Chronological Report</b> – elephants/Rainforest animals  <b>Diary</b> – lost in the Jungle  <b>Information Books (CC Geography)</b> – Layers of the Rainforest	<b>Formal Letter</b> – stop illegal hunting  <b>A different version of the ending</b> – rewrite one of the closing chapters from the perspective of a different character  <b>Adventure story</b> - based on the opening to Explorer by Katherine Rundell – Lost in the Rainforest  <b>Non -Chronological Report (CC – Geography)</b> – the impact of climate change

<b>Additional Writing 'Hooks'</b>						
<b>Maths</b>	Number 1- Place value in whole numbers  Calculating 1 – Addition/ subtraction  Number 2 – Number Facts  Calculating 2 – Multiplication/ division  Measurement 1– area, perimeter (rectilinear shapes) and volume	Number 3 – Place value in decimal numbers  Decimals/Fractions / Percentages 1  Measurement 2 – units of measure  Fractions 1 – understanding fractions  Fractions 2 – Calculating with fractions	Fractions 3 – Finding fractions of quantities and amounts  Decimals/Fractions/ Percentages 2  Number 4 – negative numbers  Geometry 1 – properties of shape  Geometry 2 – angles	Number 5 – Order of operations  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	Ratio and proportion /reasoning about number 1  Statistics 1 – read and interpret graphs and charts, finding averages  Measurement 4 – time  Ratio and proportion /reasoning about number 2 – scaling and scale factor	Calculation – Revision (Addition and subtraction)  Calculation – Revision (multiplication and division)  Statistics 2 – collect data and present using graphs and charts  Reasoning and Problem solving
<b>Science</b>	<b>Electricity (Y6)</b>  How can we change the brightness of a bulb?  <u><b>Scientists and inventors</b></u>  Michael Faraday	<b>Light (Y6)</b>  What is light and how does it travel?  How does light affect the way we see things?	<b>Living things and their habitats (Y6)</b>  Why is it important to classify living things?  <u><b>Scientists and inventors</b></u>  Carl Linnaeus	<b>Living things and their habitats (Y6)</b>  Are micro-organisms harmful or helpful?  <u><b>Scientists and inventors</b></u>  Edward Jenner Joseph Lister Louis Pasteur Fanny Hesse	<b>Evolution and Inheritance (Y6)</b>  How do living things change over time and why does this happen?  How do fossils help us understand the past?	<b>Animals including Humans (Y6)</b>  <u><b>Scientists and inventors</b></u>  William Harvey

	Joseph Swan Benjamin Franklin	Why do shadows change?  <u><b>Scientists and inventors</b></u>  Sir Isaac Newton		Pauline Johnson	<u><b>Scientists and inventors</b></u>  Charles Darwin Barbara McClintock Mary Anning	
Computing	<b>Project Evolve (Y5)</b>  Privacy and security  <u><b>Spreadsheets (6.3)</b></u>  What are spreadsheets and when would we use them?  How do you create a formula for use in a spread sheet?	<b>Project Evolve (Y5)</b>  Copyright and ownership  <u><b>Blogging (6.4)</b></u>  What is a blog and who is it written for?  What does it mean to be a responsible blogger?  What is the difference between a blog and a vlog?  Are there any rules about what you can and can not put in a blog?	<b>Project Evolve (Y5)</b>  Online bullying  <u><b>Game Creator (5.5)</b></u>  What is a computer network?  What services do they provide?  How do we communicate through computer networks?  Why do games rely on networks?	<b>Project Evolve (Y6)</b>  Self-image and identify  <u><b>Scratch Y6 - Animating Stories</b></u>  What is scratch and how do we use it?  What do we mean by an animation?  How can we use coding to create an animation?	<b>Project Evolve (Y6)</b>  <u><b>Databases (5.4)</b></u>  What is the difference between a database and a spread sheet?  What are data bases and who uses them?  Can I create my own database related to our topic?	<b>Project Evolve (Y6)</b>  <u><b>Text Adventures (6.5)</b></u>  What is a programme and how do we create one?  What variables do we need to consider?  How do we debug a programme that does not work?
Art	<b>Drawing</b>  Use sketching and shading techniques to create realistic WW2 images	<b>Designer Study</b>  Study the life and work of <b>Coco Chanel</b>  Create our own fashion ideas using	<b>Painting</b>  To use paint to create images of rainforest animals	<b>3D</b>  Design and then make carnival masks using Modroc	<b>Architect Study</b>  Study the life and work of <b>Zaha Hadid</b>	<b>Architectural Drawing</b>  To investigate the key design features of specific buildings

	<p>To investigate the use of charcoal in creating atmosphere in art work</p> <p>To investigate how colour can be used for impact</p>	<p>shading techniques to create texture</p>	<p>Use of paint to create specific patterns and textures found in nature</p> <p><b>Artist Study</b></p> <p>Study the life and work of <b>Romero Britto</b></p> <p>Use our own art work to reflect mood and emotion</p>			<p>To draw their own buildings from both 2 point and 3-point perspective</p> <p>To apply our knowledge of architectural drawings to create our own landscape picture of an area containing at least one building in our locality</p>
DT	<p><b>Structures</b></p> <p><b>Research</b> – What are air-raid shelters, who made them and how were they designed for a specific purpose</p> <p><b>Testing</b> - Creating and test prototypes</p> <p><b>Design</b> – Draw detailed plans from different perspectives</p> <p><b>Build</b> – create a free-standing structure (model air-raid shelter) that can support a given weight.</p> <p><b>Evaluate</b> – How effect were our designs and what could be done to improve them?</p>	<p><b>Cooking and nutrition</b></p> <p><b>Research</b> – What is fair-trade and why is it important? What sort of products are fair trade and where do they come from?</p> <p><b>Design</b> – Find recipes using fair trade products and use these to create a fair-trade menu</p> <p><b>Create</b> – Make rocky road treats using DT skills</p> <p><b>Evaluate</b> – How nice were our treats and were they cost effective?</p>	<p><b>Computer Aided Design</b></p> <p><b>Research</b> – What do architects do?</p> <p><b>Design</b> – Draw detailed plans from different perspectives using Tinker CAD – computer aided design programme</p> <p><b>Testing</b> – build replica models using card from specific nets</p> <p><b>Build</b> – create a free-standing structure using foam board</p> <p><b>Evaluate</b> – How effect were our designs and what could be done to improve them?</p>			
Geography	<p><b>Locational/place knowledge – Europe</b></p> <p>Where are the countries of Europe located?</p>	<p><b>Fieldwork</b></p> <p>Use of keys to identify key features on a range of maps and plans including population density,</p>	<p><b>Human and Physical Geography</b></p> <p>What is a biome and where are they found?</p> <p>What is an equatorial forest?</p>	<p><b>Locational/place knowledge – South America</b></p> <p>What are the countries that make up South America?</p>	<p><b>Locational/place knowledge – Asia</b></p> <p>Where is Baghdad located?</p>	<p><b>Human and Physical Geography</b></p> <p>What is trade and why is it important?</p>

	<p>How did the geographical location of countries affect the German invasion?</p> <p>How has the geography of Europe changed as a result of WW2?</p>	<p>land use, transport networks and types of industry</p> <p><b>Locational/place knowledge - the UK</b></p> <p>Where are the main cities in the UK and why might they have been targets during WW2</p> <p>What are counties in England, which ones were children commonly evacuated to and why?</p>	<p>What is special about the Amazon Rainforest?</p> <p>What is fair-trade and why is it important?</p>	<p>How does Brazil compare to the UK?</p> <p><b>River Study – The Amazon</b></p> <p>What is deforestation?</p> <p>How is climate change impacting on the wider world?</p>	<p>What is the historical significance of the area?</p> <p>Where would Baghdad be located today?</p> <p>Where was the Round City built and why?</p> <p>How does Ancient Baghdad compare with modern Baghdad?</p>	<p>How has trade changed over time?</p> <p>What things were traded along the Silk Road?</p> <p>Which countries were linked by the Silk Road?</p>
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**Geographical skills and fieldwork : On going across the year**

History	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World War II</b></p> <p><b>What did Europe look like throughout the war years?</b> – Investigate how countries changed, politically, economically and physically during WW2.</p> <p><b>The Blitz</b> – How did it impact on our local area?</p>		<p><b>A non-European society that provides contrasts with British history – a study of Baghdad c. AD 900</b></p> <p><b>Chronology</b> – when was the Golden age of Islam and how does it compare to the what was happening in the rest of the World?</p> <p><b>The Round City</b> – Who commissioned the Round City and where was it built? Why was it so important?</p>
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	<p><b>Persecution in Europe</b> - What was the holocaust and what can we learn from it today?</p> <p><b>Evacuation</b> – what was it and how did it impact on the local area?</p> <p><b>Rationing</b> – What was it and why was it so important?</p> <p><b>The Battle of Britain</b> – Why was it a turning point in the War?</p> <p><b>Propaganda</b> – What was it and why was it so effective?</p> <p><b>Code Breaking and Bletchley Park</b> - What were codes and why was code breaking so important?</p>		<p><b>The House of Wisdom</b> – What was it?, Who studied there? What impact did the scholars of this time have on us today?</p> <p><b>The Silk Road</b> - What was it used for? Who used it? What sort of things were traded along the Silk Road? What happened to it? What did the collapse of the Silk Road lead to?</p> <p>How does Baghdad compare with Britain at the same period in history?</p>
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Spanish	<p>Phonics study <b>What is the date?</b> To know seven days of the week in Spanish To know twelve months of the year To consolidate numbers 1 - 31 To ask and answer question Que fecha es? [What is the date?] To ask and answer question Cuando es tu cumpleanos?</p>	<p><b>At the café</b> To learn ten different foods and drinks with correct determiner To learn further ten different foods and drinks with correct determiner To learn key phrases to perform role play To learn further key phrases to</p>	<p><b>Do you have a pet?</b> To learn eight common pet names in Spanish with determiner To say 'I have a pet 'in Spanish To say name of pet in Spanish To say what pet they do not have To use conjunctions y and pero accurately</p> <p><b>Intercultural understanding: World Book Day</b></p>	<p><b>At School [En el Colegio]*</b> To learn nouns and determiners for ten subjects in Spanish To create a short phrase to say what subjects they like / don't like To use phrase Que hora es? [What time is it?] To say what time a particular subject is studied To present learning in oral / written form * from Spring 2026 ; in Spring 2024</p>	<p><b>Healthy Living</b> To improve vocabulary by learning ten items of healthy food nouns and determiners To improve vocabulary by learning ten items of unhealthy food and determiners To explore plural indefinite articles To learn key phrases for healthy / unhealthy habits</p>	<p><b>Me in the World</b> To learn about four characters from the Hispanic world To learn about different celebrations in the Hispanic world To learn about two religious celebrations in the Hispanic world To improve cultural awareness of Madrid in Spain and Lima in Peru To learn how the four characters are global citizens by</p>
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	<p>[When is your birthday?]</p> <p><b>Intercultural understanding:</b> Dia Nacional de Espana [12th October] Day of the Dead [Dia de los Muertos - Mexico]</p>	<p>perform role play To learn about Spanish currency</p> <p><b>Intercultural understanding:</b> Spanish Christmas traditions [Navidad]</p>		<p>chn to revise using La Clase and to complete brief unit from Early Languages Scheme: Mi Colegio</p> <p><b>Intercultural understanding:</b> Spanish Easter traditions [Semana Santa]</p>		<p>working to protect the planet</p> <p><b>Intercultural understanding:</b> Comparisons of Spanish-speaking countries' national celebrations incorporated within unit Me in the World</p>
Music	<p><b>Getting Started with Music Tech</b></p> <p><i>How does music bring us together?</i></p>	<p><b>Emotions and Musical Styles</b></p> <p><i>How does music connect us with our past?</i></p>	<p><b>Exploring Key and Time Signatures</b></p> <p><i>How does music improve our world?</i></p>	<p><b>Introducing Chords</b></p> <p><i>How does music teach us about our community?</i></p>	<p><b>Words, Meaning and Expression</b></p> <p><i>How does music shape our way of life?</i></p>	<p><b>Identifying Important Musical Elements</b></p> <p><i>How does music connect us with the environment?</i></p>
PE	<p>Swimming</p> <p>Games - football</p>	<p>Swimming</p> <p>Games – Tag Rugby</p>	<p>Games – Invasion Games (Hockey)</p> <p>Gymnastics</p>	<p>Games (Net and Wall)</p> <p>Dance</p>	<p>Athletics</p> <p>Games – Striking and fielding</p>	<p>Outdoor and adventurous activities</p> <p>Games – Striking and fielding</p>
PSHCE	Me and my relationships	Valuing differences	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
RE	Why do people use rituals today?	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?	What do Sikhs believe?	What do we know about Christianity? (exploration through the concepts)