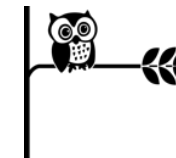


Curriculum Overview 2019-20

Year Group:



| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Name | What did the Egyptians achieve? | Were the Sixties really swinging? | Why should we take a staycation this year? | Why did the Anglo Saxons settle in England? | What's life like around the world? North America focus | How did people keep calm and carry on during WW2? |
| English | Fiction – Narrative – Story structure and writing Playscripts Non-Fiction – Non-chronological reports Poetry – N/A | Fiction – Narrative – Stories Non-Fiction – Letters, Recounts Poetry – Description in poems | Fiction – Character descriptions, Settings, Story writing Non-Fiction - Instructions Poetry – N/A | Fiction- Narrative- Myths and legends (Beowulf) Non-Fiction – Letters Poetry – Performance poems | Fiction – diary, description, story writing Non-Fiction – recount, explanation Poetry – Narrative poems | Fiction – Stories with a historical setting, Diaries Non-Fiction – Instructions, Chronological reports Poetry – N/A |
| History | Ancient Egyptians The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study on Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources; artefacts, archaeology etc. | 1960s To understand how British society changed in the 1960s with a particular focus on culture and politics. - To understand how attitudes | N/A | Anglo Saxons Britain's settlement by Anglo-Saxons and Scots. Looking at Anglo-Saxon life. Archaeology | Historical Art around the world They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | WW2 Understand how our knowledge of the past is constructed from a range of sources. World history. To find out about events, people and changes from a |

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| | | <p>towards women changed in the 1960s.</p> <p>- To understand the importance of significance of protest in relationship to historical events.</p> | | <p>and the study of artefacts in relation to the 1939 excavation at Sutton Hoo.</p> <p>Understanding Anglo-Saxon beliefs and survivals from their religion and customs through to the present day.</p> | | range of sources. |
| Geography | | N/A | <p>Name and locate counties and cities of the UK.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK. Use fieldwork to observe, measure, record and present the human and physical</p> | <p>Where did they settle?</p> <p>Human geography, including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and</p> | <p>Understand the geographical similarities and differences through the study of human and physical geography of North America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | N/A |

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| | | | <p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</p> | water. | | |
| Science | <p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations</p> | <p>Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,</p> | <p>Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of</p> | <p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some</p> | <p>Animals (including humans) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a</p> | <p>Scientific Enquiry Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements,</p> |

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| | <p>that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>variety of food chains, identifying producers, predators and prey.</p> | <p>using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate .</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests.</p> |
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| Computing | <p>E-Safety/Internet</p> <p>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.</p> | <p>Scratch/Coding</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>Kodu/Debugging</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> | <p>Spreadsheets</p> <p>Collecting, analysing, evaluating and presenting data and information.</p> | <p>Presentations</p> <p>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. Collecting, analysing, evaluating and presenting data and information.</p> | <p>Using and Applying Skills</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> |
| Art | <p>Hieroglyphic Artwork</p> <p>Look at a range of Egyptian art and artefacts, Discuss the themes and the skills of the Egyptian artists and crafts people. Use knowledge Egyptian art and Heiroglyphs to create a pharaoh style self portrait</p> | <p>Sixties To understand how fashion and design trends changed in the 1960s. Op Art looking in particular at Bridget Riley and the influence of Op Art on the fashions of the time including Mary Quant.</p> | <p>British landscapes</p> <p>Look at the work of a selection of British landscape artists, particularly Hockney.</p> <p>Look at the work "The arrival of Spring in Woldgate". Examine Hockney's use of colour and discuss some colour theory. Create a copy of</p> | N/A | <p>Keith Haring</p> <p>American pop art focus.</p> | <p>British War Artists</p> <p>Talk about the effect of the war on individual people and create a mixed media landscape in the style of Anthony Gross Look at the air raid shelter drawings by Henry Moore. Children to take turns modelling or life drawing air raid shelter</p> |

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| | | | one of the pictures in the series Use drawing app on ipads to create a similar work. | | | scenes in oil pastel (white on black). |
| DT | N/A | Sixties To understand how fashion and design trends changed in the 1960s. | N/A | Anglo-Saxons Look at a range of artefacts and discuss the skills of Saxon crafts people. Design a Saxon brooch to sculpt in clay and embellish with jewels. | N/A | N/A |
| Music / Drama | Soundscape – journey of the dead A Bao a que BBC ten pieces Improvise and compose music for a range of purposes using the inter-related dimensions of music. | Sixties 1960s music focus. | Thinking skills Higher order thinking on holidays at home. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing | Rhythm work based on vocab form Rhythm, pulse, texture Listen with attention to detail and recall sounds with increasing aural memory. | Short Ride in a fast machine – John Cage Explore minimalism and North American composer. | Drama Evacuees and air raid shelters. Role play, thought track, freeze frame |

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| | | | accuracy, fluency, control and expression. | | | |
| RE | Becoming an Adult | Inspirational People | Sikhism | Neighbours | Judaism | War and Suffering |
| PE | <p>Swimming Dance</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> | <p>Swimming</p> <p>Gym</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> | <p>Swimming Dance</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> | <p>Swimming</p> <p>Gym</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> | <p>Swimming Dance</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> | <p>Swimming</p> <p>Gym</p> <p>Swim competently, confidently and proficiently over a distance of 25m.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe elf-rescue in different water based situations.</p> |

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| Language s (KS2) | Spanish Greetings Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | Spanish Food Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Spanish- Introducing Yourself Listen attentively to spoken language and show understanding by joining in and responding. | Spanish Numbers Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Spanish Colours Speak in sentences, using familiar vocabulary, phrases and basic language structures. | Spanish Times of Day Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |