




Curriculum Content on a Page

| Autumn 2023 | Spring 2024 | Summer 2024 |
|--|--|---|
| Autumn 1 – 8 weeks Autumn 2 - 7 weeks | Spring 1 - 5 weeks Spring 2 – 5 weeks | Summer 1 – 7 weeks Summer 2 – 7 weeks |
| Prehistoric people  | Who can be an eco-warrior?  | Tomb Raiders  |
| Key vocabulary: Prehistory Skara Brae hunter gatherer dweller agriculture Palaeolithic Mesolithic Neolithic tribe carving archaeologist artefact Bronze Age Celts hillfort stone circle settlement nomadic | Key vocabulary: activists biomes climate climate zone climate action earth day recycle reduce reuse sustainable vegetation belt weather | Key vocabulary: pharaoh sarcophagus excavate canopic jar inscription hieroglyph papyrus pyramid mummify archaeology dynasty polytheism ruler religion deity |
| Outcome Class book – diary of a Stone Age Boy | Outcome Create information for families about how to help reduce climate | Outcome Egyptian showcase (class museum) |
| Love in Action- Life on Land | Love in Action - Climate Action | Love in Action-Peace, justice and strong institutions |
| Wow Day- Stone Age Workshop (Full Day) | Wow Day- Big Green School Week Involve Harbury Energy Initiative New Natural History Project with W. Crowder? | Wow Day - Visit the Ashmolean Museum |
| Reading- Key texts | Reading- Key texts | Reading- Key texts |
| <ul style="list-style-type: none"> Stone Age Boy The Stolen Spear | <ul style="list-style-type: none"> Earth Heroes Greta and the Giants Aubrey and the Terrible Ladybirds Window – Jeannie Baker | <ul style="list-style-type: none"> Egyptology |
| Aut 1 - Class novel – Oliver and the Sea Wigs Aut 2 - Class novel – Firework Maker's Daughter | Spr 1 - Class novel – Firework Maker's Daughter Spr 2 - Class novel – The Accidental Prime minister | Sum 1 - Class novel – Varjak Paw Sum 2 - Class novel – Varjak Paw |

| Writing | | |
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| Autumn 1 <ul style="list-style-type: none"> • Narrative – Retell • Poetry - List poems (10 things...) • Non-fiction – Instructions & Diary entry | Spring 1 <ul style="list-style-type: none"> • Narrative – Eco story from another perspective • Poetry – Concrete poem • Non-fiction – Explanation text (What is Global Warming?) | Summer 1 <ul style="list-style-type: none"> • Narrative – Market setting description • Poetry – Acrostic poem • Non-fiction – Newspaper report |
| Autumn 2 <ul style="list-style-type: none"> • Narrative – Alternative ending • Poetry – Sound poem/performance • Non-fiction – Letter | Spring 2 <ul style="list-style-type: none"> • Narrative – Dilemma narrative • Poetry – Kenning • Non-fiction – Family Information Leaflet | Summer 2 <ul style="list-style-type: none"> • Narrative – Shabti story • Poetry – Haiku • Non-fiction – Persuasive travel brochure |

Maths - White Rose

Science

WORKING SCIENTIFICALLY

During the year, pupils are taught to use practical, scientific methods, processes and skills.

| | | |
|--|---|---|
| Autumn 1 Rocks & Fossils <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter | Spring 1 Plants <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Summer 1 Animals including humans <ul style="list-style-type: none"> • To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| Autumn 2 Forces & Magnets <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing | Spring 2 Plants (see above) | Summer 2 Light <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change |

Art

Cave art (Autumn 1)

Charcoal, symbols, making pigment

Drawing

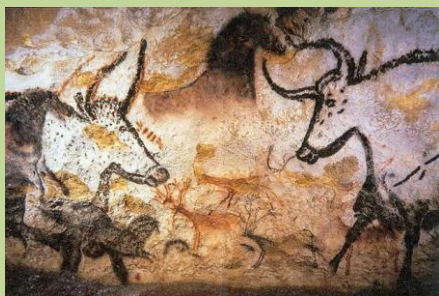
Talk about the drawing tools and techniques used to share ideas.
Use a wide range of different lines, **e.g. thin, bold, feint, wavy, broken etc**
Create simple drawings based on things observed in order to create designs.

Painting

Use an increasing range of paints to create different textures.
Use an increasing range of painting tools and simple techniques.
Identify the primary colours needed to mix all secondary colours.
Experiment with the production of light and dark shades of colour.

Artists:

Look at Lascaux caves



Recycled art (Spring 1)

3D modelling

Talk about and explore a range of modelling materials
Shape and join clay to make a thumb pot using slip and impress prints.
Recreate prints and patterns based on the surface of natural and man-made objects.
Use tools to create linear patterns.

Artists: Aurora Robson



Egyptian portraits and collage (Summer 1)

Drawing

Talk about the drawing tools and techniques used to share ideas.
Use a wide range of different lines, **e.g. thin, bold, feint, wavy, broken etc.**
Create simple drawings based on things observed in order to create designs.
Use a viewfinder to select and record shapes and images.

Printing

Talk about and recreate patterns in the environment.
Make prints and patterns using everyday natural and man-made objects.
Cut a simple shape into card to create a stencil.
Use string and glue to make a simple printing block.

Values

Autumn 1 – Love & Respect

Autumn 2 – Love & Generosity

Spring 1 – Collaboration & Hope

Spring 2 – Perseverance & Forgiveness

Summer 1 – Thankfulness & Friendship

Summer 2 – Trust and Compassion

Computing – Project Evolve Online Safety- Bespoke

Self-Image and Identity /Copyright and Ownership

Branching Databases (3.6)

Online Relationships

Hour of Code
Minecraft

Animation (4.6)

Online Reputation

INTRO TO SCRATCH AND LOGO

Online Bullying

Touch-typing (3.4)
Spreadsheets (3.3)

Managing Online Information Health Wellbeing & Lifestyle

Google Docs- Create a simple text
Graphing (3.8)

Privacy and Security and Copyright

Email (3.5)
2DIY – CREATE A QUIZ/GAME

RE – Understanding Christianity and Warwickshire Agreed Syllabus

• **People of God**

What is it like to follow God?

• **Incarnation**

What is the Trinity? (incarnation and God)

• Who is Jewish and what do they believe?

• **Salvation**

Why do Christians call the day Jesus died 'Good Friday'?

• **Kingdom of God**

When Jesus left, what was the impact of Pentecost?

• Why do people pray?

Design and Technology

Food Technology (Autumn 2)

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

From progression document: Food technology

Sort and classify an increasing range of food according to specific food groups, **e.g. proteins, carbohydrates, fats etc.**

Talk about what needs to be done in order to work safely and hygienically.

Measure and weigh using standard units and scales.

Discuss about the way in which food processing can affect the taste, appearance, texture and colour of food.

Design a product from recycled materials (Spring 2)

- Design, make and evaluate a product that helps the environment **and** is made from recycled materials (e.g plastic bottle bird feeder or bug hotel)



From progression document: Structures

Deconstruct and assemble the net of basic 3D shapes.

Strengthen 2D frames by adding diagonal bracing struts.

Use materials to make simple joints, glue, tape and paper clips.

Egyptian Shaduf (Summer 2)

- Design, make and evaluate to solve an ancient problem (moving water from the Nile)



From progression document Mechanisms

Deconstruct a range of sliders and describe how they work.

Construct increasing complex sliders.

Join levers to make linkages to create moving parts.

Construct a simple pneumatic system with one moving part.

History

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The achievements of the earliest civilizations

- An overview of where and when the first civilizations appeared and a depth study of one of the following:
Ancient Egypt

Geography

- Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities
- Identify and locate the Equator, North and South poles
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, Local geographical study
- Compare features of the local area
- Physical and human features of Harbury
- Carry out a local survey
- Create a simple map

RETRIEVAL

- Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities
- Identify and locate the Equator, North and South poles

| Music – Charanga | | |
|---|--|---|
| <ul style="list-style-type: none"> Learn how to play the trombone- Mr Stoneman | <ul style="list-style-type: none"> Glockenspiel Stage 1 Let your spirit fly | <ul style="list-style-type: none"> Three Little Birds The Dragon Song |
| PE | | |
| Autumn 1 <ul style="list-style-type: none"> Indoor - Fundamentals Outdoor – Swimming | Spring 1 <ul style="list-style-type: none"> Indoor - Gymnastics Outdoor – Basketball | Summer 1 <ul style="list-style-type: none"> Indoor - Handball Outdoor – Tennis |
| Autumn 2 <ul style="list-style-type: none"> Indoor – Dance Outdoor – Ball Skills | Spring 2 <ul style="list-style-type: none"> Indoor - Dodgeball Outdoor - Football | Summer 2 <ul style="list-style-type: none"> Indoor - Yoga Outdoor - Athletics |
| German | | |
| <ul style="list-style-type: none"> A new start Calendar and Celebrations | <ul style="list-style-type: none"> Animals I like and don't like Carnival and Playground games | <ul style="list-style-type: none"> Breakfast and fruit Going on a picnic |
| PSHE - Jigsaw | | |
| <ul style="list-style-type: none"> Being Me In My World Celebrating Difference | <ul style="list-style-type: none"> Dreams and Goals Healthy Me | <ul style="list-style-type: none"> Relationships Changing Me |