

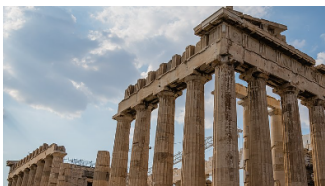


Curriculum Content on a Page

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
Marvellous Maya 	Extreme Survivors 	Eureka Greeka 
Key vocabulary: drought scribes indigenous hieroglyphs polytheist jaguar codex sacrifice priests invasion calendar pyramid temple invasion ritual deforestation fairtrade sustainability terraced farming physical / human geographical features	Key vocabulary: mountain summit plateau face base crust mountaineer alpine altitude lava hypothermia expedition avalanche tectonic plate magma circumnavigate discover trade mission cartographer indigenous adventurous compass explorer navigator voyage expedition contour lines volcanos	Key vocabulary: empire marathon Olympics democracy architecture government philosophy sculpture hoplite Mt. Olympus amphitheatre conquered military Europe ancient architect Athenian citadel independent government civilisation democracy empire mathematics. mythology Parthenon philosopher warrior
Outcome- Display of work to showcase all Theme learning	Outcome- Video of learning	Outcome- Scrapbook

Love in Action
– Sustainability

Love in Action
- Climate Change

Love in Action
- Peace and conflict
- Democracy

Wow Day – Historian in to conduct Maya Cultural Day

Wow Day - Explorer in to talk about surviving in extreme conditions

Wow Day - Link to space and visit the Space Centre in Leicester

Reading- Key texts

- Journey to River Sea
- Eva Ibbotson

Reading- Key texts

- Survivors - David Long
- Shackleton's Journey - William Grill

Reading- Key texts

- Greek Myths – Jean Menzies
- Who Let The Gods Out – Max Evans

Aut 1 - Class novel – Journey To The River Sea
Aut 2 - Class novel – Saving Celeste

Spr 1 - Class novel – Holes
Spr 2 - Class novel – October October

Sum 1 - Class novel – A Boy Called Hope
Sum 2 - Class novel – Dragon Thief

Writing

Autumn 1

- Narrative – informal letter
- Non-fiction – non-chronological report

Autumn 2

- Narrative – Character description
- Poetry
- Non-fiction – Persuasive letter text (fairtrade)

Spring 1

- Narrative – dialogue
- Poetry – black out
- Non-fiction – instructions

Spring 2

- Narrative – adventure
- Poetry
- Non-fiction - biography

Summer 1

- Narrative – myth
- Poetry
- Non-fiction - debate

Summer 2

- Narrative – playscript
- Poetry
- Non-fiction – instructions (solar systems model)

Maths - White Rose

Science

Working scientifically.

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

Living Things and Their Habitats

- To describe the differences in the lifecycle of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in some plants and animals.

Forces

- To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Properties and Changes of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes

Earth and Space

- To describe the movement of the Earth and other planets relative to the sun in the solar system.
- To describe the movement of the moon relative to the Earth.
- To describe the sun, Earth and moon as approximately spherical bodies.
- To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Animals Including Humans

- To describe the changes as humans develop to old age.

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Art

Mayan hieroglyphics, patterns and printing

Printing

Talk about the visual and tactile qualities of drawing and painting media.

Compare and recreate shapes and patterns in nature and the environment.

Talk about the ways in which patterns are made, **e.g. overlapping of shapes, repeats.**

Make a simple printing block.

Frida Kahlo - famous Mexican artist

Artist: Artists well known for printmaking:
Katsushika Hokusai, Rembrandt van Rijn, Pablo Picasso, Albrecht Dürer, Francisco Goya, Käthe Kollwitz, Ernst Ludwig Kirchner, and Andy Warhol

Contemporary landscapes - watercolour mixing and shading

Drawing

Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.

Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.

Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.

Painting

Mix paint and other materials to create detailed patterns and textures.

Use a wide range of painting techniques to create different effects.

Use knowledge of colour families to create contrast.

Create light and dark tones.

Artist: Jen Aranyi, David Hockney



Greek Pottery – clay modelling

3D modelling

Use a wide range of visual techniques and secondary sources of information to support the development of projects.

Create increasingly complex 3D forms using a wide range of materials.

Use a wide range of techniques to join, combine and shape clay.

Apply a range of techniques to the surface of clay, e.g. spraying, stippling and sponging.

Mix and combine a range of materials to create effective 3D models and collage.

Artist: Louise Goodman



Values

Autumn 1 – Love & Respect

Autumn 2 – love & Generosity

Spring 1 – Collaboration & Hope

Spring 2 – Perseverance & Forgiveness

Summer 1 – Thankfulness & Friendship

Summer 2 – Trust & Compassion

Computing – Project Evolve Online Safety – Bespoke

Self-Image and Identity /Copyright and Ownership

Databases (5.4)

Online Relationships

Coding (5.1)

Online Bullying

Game Creator (5.5 & 5.6)

Online Reputation

SCRATCH

Managing Online Information

Google Docs - The basics of word processing

Touch typing (link to topic)

Health, Well-being and Lifestyle/Privacy and Security

Spreadsheets (5.3)

Video Editing - iMOVIE

Design and Technology

Maya weaving/Maya worry dolls

Textiles

Support reasons for selections with justifiable evidence and facts.

Make and use a paper pattern that includes a seam allowance.

Sew using a range of stitches including, backward running stitch and over sewing. Use a wide range of techniques to add colour, texture and pattern to fabric.



Making a crane

A little background:

In Nepal many farmers living on the mountainside grow fruit and vegetables, including tomatoes. To earn a living they need to sell these at the local market. The problem is getting to the market involves a long, dangerous walk down the mountain side and over a river, at the end of which the tomatoes may well be a bit squashed. Challenge children to design a mechanism to move the tomatoes so they don't get squashed.

Mechanisms

Deconstruct and reconstruct a range of sliders and levers.

Vary the position of the pivot point to lift a load using a lever.

Construct a pneumatic with two moving parts.

Identify the cam within a simple mechanism and explain how movement is changed.



Ancient Greek dishes

- 'Fassolada – Greek bean soup
- Pitta bread
- Ancient Greek Kykeon – mint barley water

Food technology

- Talk about how the properties of certain foods can affect the final product.
- Know and understand the practice needed in terms of food hygiene and kitchen safety.
- Select the appropriate methods and equipment for measuring, e.g. *time, dry goods, liquids etc.*
- Compare commercial and domestic



processes for producing food, e.g. bread.

History

- A non-European society that provides contrasts with British history – Maya civilization
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Ancient Greece

Geography

<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Communicate findings using geographical terms, e.g. location, land use, settlement. Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied 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 water Recognise and describe the different views that people may hold when changes are made to the environment. Talk about and describe the ways in which groups try to manage an environment's sustainability. Describe how decisions made about places and environments can impact on the lives of the people who live there. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing. Use a range of equipment and maps to conduct fieldwork tasks. 	<ul style="list-style-type: none"> Talk about and describe a range of cities and countries around the world, including a region in a European country (Athens) Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. Identify physical and human features that have contributed towards the change and development of a locality. Talk about the way in which the physical location can determine the growth of a settlement or industry. Identify the Equator, and the Tropics of Cancer and Capricorn.
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Music – Charanga

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| <ul style="list-style-type: none"> • Livin' On a Prayer • Classroom Jazz 1 | <ul style="list-style-type: none"> • Make you feel love • The Fresh Prince of Bel-Air | <ul style="list-style-type: none"> • Dancing in the Street • Reflect, Rewind, Replay |
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PE

Autumn 1

- Indoor – Fitness
- Outdoor – Tag Rugby

Autumn 2

- Indoor – Gymnastics
- Outdoor – Netball

Spring 1

- Indoor – Volleyball
- Outdoor – Football

Spring 2

- Indoor – Dodgeball
- Outdoor – Swimming

Summer 1

- Indoor – Dance
- Outdoor – Rounders

Summer 2

- Indoor – Yoga
- Outdoor – Athletics

German

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| <ul style="list-style-type: none"> • My school subjects • Time in the city | <ul style="list-style-type: none"> • Healthy eating - market • Clothes colour fashion | <ul style="list-style-type: none"> • Out of this world • Going to the seaside |
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PSHE - Jigsaw

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| <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 |
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RE – Understanding Christianity and Warwickshire Agreed Syllabus

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| <ul style="list-style-type: none">• God
What does it mean if God is holy and loving?• Incarnation
Was Jesus the Messiah? | <ul style="list-style-type: none">• Humanism
What matters most to Christians and Humanists?• Salvation
What did Jesus do to save human beings? | <ul style="list-style-type: none">• Gospel
What would Jesus do?• Sikhism
What does it mean to be a Sikh in Britain today? |
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