



Woodlands Park Primary and Nursery School

Year Four and Five (Otters) Curriculum Overview – Cycle A



Term	History/ Geography	Art and Design/Design Technology	Science	PSHCE	RE	Computing	PE	Music	MFL
1 and 2	<p>Term 1 History -Anglo Saxons, Picts and Scots Understand the work of an <i>archaeologist</i>. Learn about objects discovered at Sutton Hoo – what they tell us about the past? <i>Difference between invasion and settlement</i> Who were Scots and Picts Everyday life in Anglo-Saxon times – how do we know? <i>Sources of evidence.</i> Link to story of Beowulf <i>Factors that helped Britain to convert to Christianity</i> <i>Different interpretations of history</i></p> <p>Term 2 Geography - Countries of The World <i>Understand what a continent is.</i> Name each of the <i>7 continents</i> and <i>locate them on a map.</i> Know which continent particular countries are in. <i>Identify and name</i> some the highest mountains and longest rivers of different continents. Understand what a capital city is. <i>Understand physical and human features.</i> Identify <i>similarities and differences</i> between different countries.</p>	<p>Term 1 Art – Express Yourself <i>Identify</i> different emotions from facial expressions <i>Sketch</i> a given emotion as a cartoon <i>Describe how lines and fonts can express an idea</i> <i>Make choices</i> based on different lines and fonts to create a desired effect <i>Respond and comment</i> on different pieces of artwork <i>Use colours and shapes</i> to illustrate emotions.</p> <p>Term 2 – DT - Lighting It Up <i>Investigate</i> and analyse illuminated signs. understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. <i>Develop ideas</i> for a decorative illuminated sign. <i>Select</i> and use tools, equipment, materials and components to <i>make</i> the enclosure of a decorative illuminated sign. <i>Construct</i> a working <i>circuit</i> with one or more lights, and fit it in a decorative illuminated sign. <i>Investigate</i> ways in which <i>computers</i> can be used to <i>program</i> and control lights in a product.</p>	<p>Term 1 Viking Science <i>Understand the science</i> behind some of the Viking food production methods <i>Identify, describe and classify</i> micro-organisms <i>Devise and conduct tests</i> to compare the effectiveness of glue <i>Plan and conduct scientific enquiries,</i> presenting findings <i>Use observations and test results to make predictions and set up further tests.</i></p> <p>Term 2 Properties and Changes of Materials <i>To know some materials will dissolve in liquid to form a solution</i> and to <i>describe</i> how to recover a substance from a solution Understand that some <i>changes of state can be reversed and some cannot</i> Changes caused by <i>burning create new materials and these changes are not reversible</i> <i>Compare and group materials</i> <i>Give reasons based on evidence from</i> fair tests for particular uses of everyday materials.</p>	<p>Term 1 Being Me in My World Yr 4 PSHE LI: I can explain why being listened to and listening to others is important in my school community. SED LI: I can explain why being democratic is important and can help me and others feel valued. Yr 5 PSHE LI: can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. SED LI: I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Term 2 Celebrating Differences Yr 4 PSHE LI: I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. SED LI: I can explain why it is good to accept myself and others for who we are. Yr 5 PSHE LI: I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. SED LI: I can explain why racism and other forms of discriminatory behaviour.</p>	<p>Term 1 Stories of Hinduism Understand that Hindus believe God is represented in different forms. Explore how Krishna is represented in Hindu stories. Explore Hindu teachings on success. Explore the theme of punishment and forgiveness in a Hindu story. Explore a Hindu teaching about telling the truth.</p> <p>Term 2 Where Did The Bible Come From? Ask and respond to questions about the Bible. Learn about the history of the Bible and some of its features. Investigate the contents of the Bible. Learn about different translations of the Bible and what it means for Christians today. Understand the difference between literal and symbolic truth and to reflect on personal emotions.</p>	<p>Term 1 Word Processing Skills Format images for a purpose, use formatting tools, use spellcheck, insert and format a table in word processing document, change layout. Create hyperlinks</p> <p>Term 2 Online Safety Identify spam, creating strong passwords, plagiarism and citations, applying online safety rules to real-life scenarios</p>	<p>Term 1 Indoor – Personal -cope well and react positively when things become difficult -Improve performance through regular practice -Begin to challenge own ability -Ask for help when appropriate Outdoor – outdoor adventurous activities -begin to follow a map within a familiar space -work well within a team and begin to show leadership qualities -know what equipment they would need for their activities</p> <p>Term 2 Indoor – Social -Cooperate well with others and give helpful feedback -Organise roles and responsibilities and guide small groups through a task -Show patience and support others -Help praise and encourage others in their learning Outdoor – Invasion games -move in multiple directions in isolation and sometimes in a game situation -occasionally contribute to the success of their team in attack and defence -show understanding of what is involved in being part of a team -evaluate their own and others' performance with support</p>	<p>Term 1 Mamma Mia – Pop Abba's music GABC. Sing, copy, play and improvise</p> <p>Term 2 Glockenspiel Stage 2 – Mixed styles exploring and developing playing skills using the glockenspiel CDEFG</p>	<p>Cultural Unit – Where in the world speaks French? Children will learn: • All about other countries that speak French. Numbers and Alphabet Children will learn:• A recap of numbers to 30• Numbers to 100 • Phonic blends and sounds• Spelling words My Family and me • Introducing your parents and siblings• Talking about your family. • Introducing Grandparents• Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age</p> <p>My Home Describing the size of a home. • Things you'll find in each room (household appliances etc) Colours • Revise colours of the rainbow• Introducing other colours such as gold, silver and platinum• Begin to explore descriptions such as 'light blue'</p>

<p>3 and 4</p>	<p>Term 3 History - Invaders and Settlers: A Roman Case Study Build on the understanding of invaders and settlers Life in the Roman army Who were the Celts? Use correct historical vocabulary Recall events of Boudicca's revolt History is represented in different ways by different groups of people Different points of view Use a variety of sources Term 4 Geography - Investigating the Local Area Identify human and physical features of the local area. Comment on how the local area is used. Give examples of services common to most towns. Identify services in our local area. Collect and present evidence.</p>	<p>Term 3 Art - Journeys Aboriginal Art – understand the use of symbols for objects Create their own symbols and use them in their art work Choose colours to reflect what it is they are representing Create a piece of artwork to represent a familiar journey Paul Klee – study and produce a piece of artwork in the style of Paul Klee using colour and pattern to create different effects Constructively discuss their artwork</p> <p>Term 4 DT - Fashion and Textiles Investigate and analyse items made using textiles. Explore some ways in which textiles are joined and decorated. Design an item made using textiles, and draw pattern pieces. Use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design. Join fabric pieces by hand sewing Sew hems on an item made using textiles; to add design details.</p>	<p>Term 3 Eating and Digestion Identify and classify carnivores, herbivores and omnivores Construct and interpret a variety of food chains Different types of teeth in humans and their functions Keeping teeth healthy Investigate digestive system and how it work. Describe basic functions of the digestive system. Term 4 Life Cycles Describe process of sexual and asexual reproduction in plants Describe the process of sexual reproduction in animals. Observe and compare life cycles of animals in local environment with other animals around the world Compare how different animals reproduce and grow Find out about the work of naturalists</p>	<p>Term 3 Dreams and Goals Yr 4 PSHE LI: I can plan and set new goals even after a disappointment. SED LI: I can explain what it means to be resilient and to have a positive attitude. Yr 5 PSHE LI: I can compare my hopes and dreams with those of young people from different cultures. SED LI: I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. Term 4 Term 4 Healthy Me Yr 4 PSHE LI: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. SED LI: I can identify feelings of anxiety and fear associated with peer pressure. Yr 5 PSHE LI: I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. SED LI: I can summarise different ways that I respect and value my body.</p>	<p>Term 3 Jewish Worship and Community Find out about some of the key features of worship in Judaism. Understand the significance of prayer in Judaism. find out the meaning of Jewish rituals in relation to joining the Jewish community. find out how belonging to a faith community affects your actions. Explore how faith is expressed through worship. Term 4 What do we know about Jesus? Learn that representations of Jesus vary and to explore some of the reasons for this. Learn that pictures of Jesus tell us about people's personal beliefs about him. Find out what Jesus was like as a person from the Gospels. Explore other people's view of Jesus from the Bible. Explore the symbolic language used to describe Jesus in the Bible. Consolidate knowledge of Jesus and reflect on your own response to what we have found out about him.</p>	<p>Term 3 Programming Turtle Logo Create and debug an algorithm, create and debug algorithm with different colours, to produce text and to draw arcs.</p> <p>Term 4 Scratch – Questions and Quizzes Compare quizzes and decompose a problem into smaller parts, write and debug a programme, use sequence and selection, write and debug a program which use sequence and repetition, work with variables, design, write and debug own program by selecting appropriate visual block to create a sequence.</p>	<p>Term 3 Indoor – Cognitive -Understand criteria to judge performances and identify parts to continue to work on -Use awareness of space to make good choices -Understand simple tactics of attacking and defending -Identify areas of improvement -Begin to order instructions, movements and skills</p> <p>Outdoor - Tag rugby -Demonstrate knowledge of how to hold a rugby ball and use the learnt grip with support -explain and demonstrate some of the rules of tagging - catch a rugby ball with some success</p> <p>Term 4 Indoor – Creative -Link actions and develop sequences of movements that express own ideas -Change tactics, rules or tasks to make activities more fun or challenging -Make up own rules and versions of activities -Respond differently to a variety of tasks or music/recognise similarities and differences in movements and expression -Select and link movements to fit a theme</p> <p>Outdoor – Striking and Fielding: Cricket -throw a ball overarm using a learnt technique =attempt to move and position themselves into a ball's pathway when attempting to make a catch</p>	<p>Term 3 Stop! – Grime Writing lyrics linked to a theme Listen and sing back, play and improvise. Listen and copy back using C and D</p> <p>Term 4 Lean On Me – Gospel Soul/Gospel music and helping one another GABCDE. Listen and sing back, play and improvise. Listen and copy back using F and G</p>	<p>Animals</p> <ul style="list-style-type: none"> Farm, zoo, create own zoo, describing animals – size and colour <p>Food</p> <ul style="list-style-type: none"> Foods in the supermarket, create shopping list, likes and dislikes, healthy eating <p>Calendar Days of the week, months of the year, time, clock</p> <p>Clothing</p> <ul style="list-style-type: none"> Revise items of clothing• Describe what you wear, create a clothing shop <p>Shopping</p> <ul style="list-style-type: none"> Revision of Currency Different shops and prices, pocket money, money and change
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<p>5 and 6</p>	<p>Term 5 History - Children in Victorian Homes <i>Understand where the Victorian era sits on the timeline.</i> Understand what the lives of Victorian children were like Understand and explain some of the <i>educational reforms</i> that took place in 19th Century <i>Explain differences</i> between Victorian and modern schools Past-times of Victorian children. <i>Present information</i> about what they have learned.</p> <p>Term 6 Geography - Italy Today <i>Locate Italy on a world map.</i> Locate and label <i>capital city</i> and <i>bordering countries/islands</i> <i>Compare and contrast</i> Italy with the UK. <i>Volcanoes</i> – Pompeii 79AD. <i>Aspects of Italian culture</i> and contrast to culture of UK. <i>Recall facts</i> about Italy and <i>use knowledge and understanding</i> to present information. <i>Share and explain</i> their opinion of Italy.</p>	<p>Term 5 Seurat and Pointillism <i>Explore the life and work of George Seurat</i> Explore how to <i>create pointillism work</i> Explore how he <i>used colour</i> in his work Look at the work of other pointillism artists Create a piece of pointillism artwork.</p> <p>Term 6 Global food Twinkl Where Ingredients Come From Understand seasonality, and know where and how a variety of ingredients are grown in the context of looking at where a variety of ingredients come from. Food Groups Understand and apply the principles of a healthy and varied diet in the context of understanding how diets are varied around the world but still consist of the same food groups. A Cup of Rice Understand and apply the principles of a healthy and varied diet in the context of understanding the nutritional benefits of eating rice. Mexican Food, Chinese and German Food Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking food.</p>	<p>Term 5 Changes and Reproduction Recognise the stages of growth in humans Know stages in gestation period of humans and compare them to other animals Recognise stages of development during childhood Understand the initial changes inside and outside the body during puberty and how they differ for boys and girls Understand changes throughout adulthood and old age.</p> <p>Term 6 Changing Sound Understand sounds are made when objects vibrate Make careful observations Investigate whether sound travels through different materials Explore relationship between distance and volume Why do we need to prevent sound to travel sometimes? Plan a test to measure how well materials muffle sound Investigate pitch and volume and how to change pitch</p>	<p>Term 5 Relationships Yr 4 PSHE LI: I can recognise how people are feeling when they miss a special person or animal. SED LI: I can give ways that might help me manage my feelings when missing a special person or animal. Yr 5 PSHE LI: I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. SED LI: I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Term 6 Changing Me Yr 4 PSHE LI: I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. SED LI: I can offer some suggestions about how I might manage my feelings when changes happen Yr 5 PSHE LI: I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. SED LI: I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>Term 5 Belief In Our Community find out about the different beliefs of religious and non-religious communities in our local area. Consider the ways in which belonging to a religious community can help people. Find out about the impact faith and beliefs have had on the lives of inspirational figures. Consider the difficulties for people of different religious beliefs living in non-religious communities. Think about what makes it difficult to live life according to our own beliefs. Term 6 Sikhs' Rites of Passage Find out who Sikhs are and what they believe. Find out about the naming ceremonies of Sikh children. Find out about the Sikh baptismal ceremony of Amrit. Find out about Sikh marriage ceremonies. find out about Sikh funerals and beliefs on life after death.</p>	<p>Term 5 Animation/Creation Create short animations using one or more moving stick figures, create recorded animations.</p> <p>Term 6 3D Modelling : SketchUp: Creating 3d drawings, add details, manipulate, create complex 3d models.</p>	<p>Term 5 Indoor – Applying Physical -Perform a variety of movements and skills with good body tension -Link actions together so they flow in running, jumping and throwing activities -Perform and repeat longer sequences with clear shapes and controlled movement -Select and apply range of skills with good control and consistency -Perform a sequence of movements with changes in level, direction or speed</p> <p>Outdoor - Term 6 Indoor – Health and Fitness -Record and monitor how hard an individual is working =Describe how the body feels during and after exercise -Use equipment appropriately, move and land safely Outdoor – Athletics</p>	<p>Term 5 Blackbird – The Beatles/Pop The Beatles, equality and civil rights, CDEFG. Listen and sing back, play and improvise. Listen and copy back using C and D</p> <p>Term 6 Reflect, Rewind and Replay History of music and look back and consolidate learning, learn some of the language of music.</p>	<p>Holidays and Celebrations • Talk about holidays and holiday destinations, different ways to travel Describe major festivals, using dates, planning a celebration My Town • Revise previous year – giving directions, describing a town The Weather • Describing the weather with adjectives, describing past, present and future weather. Weather around the world</p> <p>Sports and Hobbies • Simple sports• Simple phrases to describe what sports they play. Introduce hobbies, simple phrases to describe hobbies. School • Tour of the school, school times, subjects, journeys to school</p>
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