

Class 2, Y4 - 6

YEAR B Key skills

Subject	Term 1	Term 2	Terms 3 and 4	Term 5 and 6
	<p>Through the keyhole – crime and punishment</p> <p>Research crime and punishment through the ages using a range of information sources and ICT tools.</p> <p>Invite police into school to set up a crime scene.</p> <p><u>Skills and Knowledge Needed</u></p> <p>Who is involved in fighting crime?</p> <p>How are crimes solved?</p> <p>When was the worst time to live if you were a criminal?</p>	<p>WW1</p> <p>Identify the causes of WW1 and find out lessons learnt.</p> <p>Ethics of war.</p> <p>Remembrance.</p> <p><u>Skills and Knowledge Needed</u></p> <p>Is it ever right to go to war?</p> <p>What caused WW1?</p> <p>Which countries were involved?</p> <p>Why was it called the Great War?</p> <p>Why was it so deadly?</p> <p>What is Remembrance?</p> <p>How do people support each other through? Link to value compassion.</p>	<p>Pole to Pole</p> <p>Identifying some of the most treacherous journeys taken in the past and present – refugees today.</p> <p>Child refugees.</p> <p>Research adaptation of animals and humans in the polar regions and how they survive.</p> <p>Darwin.</p> <p>Mountain ranges, earthquakes and volcanoes.</p> <p>Investigate the impact of global warming on the arctic and steps being taken to save it.</p> <p><u>Skills and Knowledge Needed</u></p> <p>Who were Ernest Shackleton and Edmund Hilary?</p> <p>Where are Everest and the North Pole?</p> <p>What were the dangers and risks for the expedition?</p> <p>What values were shown by these explorers that made them successful?</p> <p>What is a refugee?</p> <p>How do humans and animals adapt to their environment?</p> <p>Who was Darwin?</p> <p>What is global warming?</p> <p>What is the impact of global warming on the arctic?</p>	<p>Nature nurture</p> <p>Look at the role of food in other cultures to nourish and nurture and create a meal with unleaven bread.</p> <p>Explore different family relationships including those in different cultures.</p> <p>Investigate Middle Eastern gardens of early Arabic cities, Baghdad and Cordoba.</p> <p>Carry out investigations under different conditions for growing seeds and create own beautiful garden at allotment.</p> <p><u>Key Skills and Knowledge Needed</u></p> <p>Why is food important in Islam?</p> <p>What is Islam?</p> <p>What was the Islamic Golden era?</p> <p>Where is the Middle East?</p> <p>What were the Middle Eastern gardens of early Arabic cities?</p>

<p>Maths – White rose for core scheme of work.</p>	<p>Year 3 - Number: Place value; addition and subtraction. Y4/5 – Number: Place value; addition and subtraction; multiplication and division; area and perimeter. Y6 – Number: Place value; addition and subtraction; multiplication and division; fractions; position & direction.</p>		<p>Year 3 - Multiplication and division; shape and perimeter; angles and turns. Y4/5 –multiplication and division, fractions, decimals and percentages Y5; length, perimeter and area. Y6 — Decimals and percentages; algebra; measurement covering units; perimeter, area and volume; ratio.</p>		<p>Year 3 – Measurement: time, statistics; properties of shape; mass and capacity. Y4/5 – Decimals, money Y4; measurement: time; statistics; geometry: properties of shape, position and direction; consolidation; converting units and volume Y5 Y6 – Geometry: properties of shapes; problem solving; statistics; investigations.</p>	
<p>English SPAG taught weekly Phonics taught daily</p>	<p>Text Types Narrative – mystery: Biography: Elizabeth Fry Poetry: The Highway Man</p>	<p>Text types: Narrative – historical: Where the poppies now grow Diary Narrative: The Lost Happy Endings – fairy tale</p>	<p>Text types: Narrative – Shackleton’s journey Letter of application Antarctic Spotters guide</p>	<p>Text types: Narrative - The Arrival by Shaun Tan Persuasion – global warming Explanation Text linked to refugees: Refugeeweek.org On The Origins of species by Sabina Radeva</p>	<p>Text types: Narrative: News report Poetry: Love That Dog!</p>	<p>Text type: Narrative – The Phoenix of Persia Create a performance piece using storytelling and music.</p>
<p>Science</p>	<p>Physics: Electricity Y3/4: <ul style="list-style-type: none"> •identify common appliances that run on electricity. •construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, </p>	<p>Physics: Light Y3/4: <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 </p>	<p>Chemistry: Rocks</p> <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 	<p>Biology: Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living 	<p>Biology: Plants, humans and animals: Create beautiful Islamic - inspired garden at allotment. Plants:</p> <ul style="list-style-type: none"> • Y3/4: identify and describe the functions of different parts of flowering plants: roots, 	<p>Physics: Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear

<p>bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> •identify whether or not a lamp will light in a simple series circuit. •recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit •recognise some common conductors and insulators, and associate metals with being good conductors. <p>Y5/6:</p> <ul style="list-style-type: none"> •associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. •compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the 	<p>and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> •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 <p>Y5/6</p> <ul style="list-style-type: none"> •recognise that light appears to travel in straight lines •use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye •explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Crime lab investigation</p>	<p>formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> • recognise that soils are made from rocks and organic matter 	<p>things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> • 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 <p>Y5/6: Nurture people</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> • 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 that produced it <p>recognise that sounds get fainter as the distance from the sound source increases</p>
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	<p>on/off position of switches</p> <ul style="list-style-type: none"> •use recognised symbols when representing a simple circuit in a diagram <p>Make an alarm for a vehicle.</p>					
<p>RE</p> <p>Understanding Christianity</p> <p>*Glos syllabus</p>	<p>LKS2</p> <p>People of God 2a.2</p> <p>2a.1</p>	<p>UKS2</p> <p>World - a better place</p> <p>L2.11</p> <p>*U2.11</p>	<p>LKS2</p> <p>Kingdom of God 2b.8</p> <p>*L2.7</p>	<p>UKS2</p> <p>Salvation 2a.5</p> <p>2b.6</p>	<p>Muslims in Britain U2.10</p>	<p>LKS2</p> <p>Life as a journey</p> <p>*L2.11</p>
<p>PE</p>	<p>Football/Tag Rugby</p>	<p>Handball/Hockey</p>	<p>Netball</p> <p>Swimming</p>	<p>Rounders</p>	<p>Cricket</p>	<p>Athletics</p>
<p>Computing</p>	<p>Computing systems and networks – The Internet.</p>	<p>Create a podcast using audio editing.</p>	<p>Creating media: Photo and video editing.</p>	<p>Data and information.</p>	<p>Programming.</p>	
<p>MFL</p>	<p>I can speak basic French</p>	<p>All about me</p>				
<p>Topic</p>	<p>D.T: Electrical – mechanical systems and electronics</p> <p>Make an alarm for a vehicle.</p> <p>History: Crime and punishment.</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Crime and punishment.</p>	<p>Art: sketch book exploration. Watercolour as a medium to explore feelings and emotions.</p> <p>History: a significant point in history - World War 1</p> <p>Research major battles, timeline of events, war crimes.</p> <p>Geography: Locational knowledge of the world. Identify the main countries involved in WW1 using atlases and</p>	<p>D.T: Textiles – make mittens for explorer.</p> <p>History: Shackleton’s Endurance expedition – research and create a timeline of events</p> <p>Geography: Locational – where is the Arctic? Human and Physical features – describe and understand key</p>	<p>Art: explore mark making and symbolism to create portraits.</p> <p>History: Darwin, a significant turning point in British history.</p> <p>Geography: Locational – Darwin’s journey to the Galapagos Islands.</p>	<p>D.T: Food from another culture</p> <p>History:</p> <p>Early Islamic civilisation: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c.900. Find out about early ancient civilisations: Persian, Babylonian and Sumerians.</p> <p>What was the Silk Road?</p> <p>What do Iranians eat?</p> <p>Geography:</p> <p>Locational – where is the Middle East?</p> <p>Equip pupils with knowledge about diverse places, people, resources and natural and human environments.</p> <p>Develop contextual knowledge of the location of globally significant</p>	

		maps, creating a key to identify their allegiance.	aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		places. Describe and understand key aspects of physical geography and human geography. Art: Islamic art using clay.
Music	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble.	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble A performance opportunity to parents. Singing leading up to Christmas concert.	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble	Play tuned instrument (ukulele) musically. Follow the teacher and play to a steady beat. Clap and play simple rhythms with prompt. Recognise the difference between short/long/high and low sounds Stay together when part of an ensemble A performance opportunity to parents.	Islam and music. Develop an understanding of how music can be used to tell stories. Learn about different instruments, recognise their sounds and understand how they are played. Create music using different rhythms and instruments. A performance opportunity to parents.
PHSE (from pink curriculum)	Health and well being – e-bug	Keeping safe: Internet safety	Growth mindset – develop good learning attitudes.	Global citizens	Drug education RSE scheme (class to be split into Y3/4 and Y5/6)
British Values	Rights and responsibilities – democracy – school council/eco council/application for sports leaders. Windrush – Black history October	Crime and punishment today and the stages of the law.	Mutual respect	Freedom and the importance of individual liberty	Identity and diversity: tolerance of those with different faiths and beliefs. Link Islam. Classroom general election – create a manifesto for Prime Minister.
Values	Generosity	Compassion	Courage	Forgiveness	Friendship Respect

