

English: In all teaching we will be using quality text based examples of grammatical features to help support the children's learning using the principals of talk for writing and using 'the text that teach' medium term planning. Emphasis is given on presentation, vocabulary, spelling and grammar. We will be meeting the objectives of the national curriculum by looking at the following genres: non-fiction, short stories (human and animal) and poetry. Children will be supported by the No Non-Sense spelling programme. The focus for guided reading will be inference. Key texts include: The Ice Bear, My secret War Diary and the Lighthouse.

Mathematics: Following the White Rose Mixed aged progression. Our mathematics themes for the term will be: Measurement: angles, Decimals and Percentages, Multiplication and Division and statistics. Whenever possible the mathematics is contextualised in a meaningful and real life way.

Religious education: What matters most to Humanists and to Christians?

This unit explores what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Science/ Design and technology: Using scientific vocabulary, observing, explaining and recording what we have noticed, asking and answering scientific questions based on our observations. Making models to test evaluate and improve.

- Building, using, manipulating and representing circuits
- Describing the effects of static electricity
- Investigating how light travels and affects what we see
- Selecting equipment
- Designing and making a simple electrical device that activates for a purpose

DT: Making moving vehicles

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Computing: Making games and communication

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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

French:

- Talking about food, clothing and animals
- Expressing feelings
- Performing traditional French songs
- Identifying regional products of France
- Understanding and reading the time in French

Music:

- Playing musical instruments with increasing skill and accuracy
- Listening to longer pieces of music and identify features
- Composing music, including pieces with different starting points
- Singing songs, including rounds and those in 2 parts, with increasing control

Class 4: curriculum overview Spring 2021: The Battle of Britain



Humanities (History and Geography):

'British history that extends pupils' chronological knowledge beyond 1066- The Battle of Britain.'

'understand geographical similarities and differences through the study of human and physical geography of a region of a European country.'

- Critically selecting and recording historical information from a range of sources and placing events in a chronological framework
- Describing reasons for and results of historical events and changes
- Knowing about the culture of people living in the periods studied
- Knowing about the general history of World War Two.
- Using fieldwork techniques to gather information and make maps and plans using symbols, keys, compass points and 4/6 figure grid references

Art: Drawing skills: Fauvist movement- abstract ideas and bold colours.

- Knowing about the development of artistic movements
- Using a sketchbook to develop work.
- Colour theory, mixing colours.

Physical Education: (Supported by Achievement for All). The children will be: playing tennis as their focus sport. Children will also be developing dance skills.

- Understanding how to use equipment safely
- Preparing to be safe and efficient in PE
- Adapting plans where necessary
- Recognising exercises that help strength, power, speed and stamina
- perform dances using a range of movement patterns