Class 4 Curriculum Plan Cycle A 23/24.25/26

At Temple Grafton Church of England Primary School our aim is to offer a broad, rich and engaging curriculum that meets the needs of all our pupils. Learning is carefully planned and sequenced to ensure that it is interesting and relevant, and is based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

	Autumn		Spring		Summer	
Christian Values	**Perseverance**	**Courage**	**Truthfulness**	**Forgiveness**	**Compassion**	**Respect**
BLP	**Reciprocity (Resilience & Resourcefulness)**	**Reciprocity (Resilience & Resourcefulness)**	**Reflectiveness (Reciprocity, Resilience & Resourcefulness)**	**Reflectiveness (Reciprocity, Resilience & Resourcefulness)**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**
Thrive Focus	**Friendship and Emotions**	**Self-regulation**	**Building Resilience**	**Mindfulness**	**Relaxation**	**Managing Change**
Jigsaw /PSHE	**Being in My World**	**Celebrating Difference**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Experience Days	**Bell Boating** **Black Country Museum**	**Heart of England**	**Mayan Specialist Visitor**		**PGL**	
English	Key Texts: *In Our Hands, Lucy Farfort*; *The Sound Collector*, Roger McGough (Poetry); *Street Child*, Berlie Doherty; *The Extraordinary Life of Mary Seacole, Naida Redgrave; The Present,* Jacob Frey; Charles Dicken's Diary (non-fiction)		Key Texts – Rain Player, David Wisniewski; Inside the Villains, Clotilde Perrin; Kick, Mitch Johnson; Persuasive Writing (non-fiction); Thinker's Rap: My Puppy Poet and Me, Eloise Greenfield (poetry)		Key Texts – Holes, Louis Sachar; Metaphorical poetry, Dickenson – Hope is the Thing with Feathers & The Mountain; Non-chronological report – The Origin of Species (non-fiction)	
Maths	Place Value; Addition & Subtraction; Multiplication & Division; Statistics & Perimeter, Area & Volume		Fractions; decimals & Percentages; Multiplication & Division; Algebra & Ratio		Measurement; Position & Direction; Properties of Shapes & Angles	
History	**What does the census tell us about our local are?** Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry.	**What is life like in the Alps?** Considering the climate of mountain ranges and why people chose the visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping land use; comparing the Alps to their own locality.	**Why did the ancient Maya change their way of life?** Investigates different aspects of the Maya civilisation of Central America, which reached its zenith around AD 900.	**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	**Unheard histories: Who should feature on the £10.00 banknote?** Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00.	**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
Geography						
Science	**Nature library** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	**Everything changes** Recognise that living things produce offspring of the same kind, but that offspring normally vary. IIdentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Marvellous mixtures/Materials: All change!** Use knowledge of solids, liquids and gases to decide how mixtures might be separated, knowing that some materials dissolve in liquids to form a solution. Some changes result in the formation of new materials, and that this kind of change is not usually reversible.	**Body pump** Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.	**Circle of life/Reproduction in plants and animals** Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals	
	Working Scientifically/Our changing world		*Working Scientifically/Our changing world*		*Working Scientifically/Our changing world*	
RE	**What does it mean if God is Holy and loving?** *Understanding Christianity*	**Was Jesus the Messiah?** *Understanding Christianity*	**What does it mean to be a Muslim in Britain today?** *Today Services*	**What did Jesus do to save human beings?** *Understanding Christianity*	**What does it mean to be a Buddist in Britain today?** *Today Services*	**Courageous Advocacy time across the year**
Art	**Still life** Creating a variety of pieces influenced by different artists using a range of mediums and using charcoal, erasers and paint to depict a composition of special objects.	**Frame Structures** Products design from prototype to completion	**Design for a purpose** Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, learning to draw inspiration from different sources.	**Food: What could be healthier?** Researching and modifying a traditional recipe to make it healthier. Children cook their healthier versions, making appropriate packaging.	**Photography** Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.	**Mechanical systems: Making a pop-up book** Creating a four-page pop-up storybook design incorporating a range of mechanisms a and decorative features.
Design Technology						
Computing	**Coding – 2Code (5.1)**	**Spreadsheets – 2Calculate (5.3)**	**Databases (5.4)** **Online Safety (5.2)**	**Game Creator (5.5)**	**3D Modelling (5.6)**	**Concept Maps (5.7)**
Music	**Warwickshire Sings!** (Singing, composition, improvisation) Listening and History of Music Harvest	**Warwickshire Sings!** (Singing, composition, improvisation) Listening and History of Music Christmas	**Warwickshire Sings!** (Singing, composition, improvisation) Listening and History of Music	**Warwickshire Sings!** (Singing, composition, improvisation) Listening and History of Music Easter	**Warwickshire Sings!** (Singing, composition, improvisation) Listening and History of Music Presenting poems/Summer Show	
PE	**Invasion games - Netball** **Gymnastics**	**Invasion games - Football** **Dance**	**Sports-hall Athletics** **Invasion games - Tag Rugby**	**Gymnastics** **Outdoor & Adventure Activities**	**Athletics** **Tennis**	**Cricket** **Rounders**
French	**Phonics lesson** **The Weather**	**Family**	**Pets**	**Olympics**	**At School**	**At The Weekend**

Class 4 Curriculum Plan Cycle B 22/23.24/25

At Temple Grafton Church of England Primary School our aim is to offer a broad, rich and engaging curriculum that meets the needs of all our pupils. Learning is carefully planned and sequenced to ensure that it is interesting and relevant, and is based on clear progression to provide the knowledge needed for subsequent learning in each subject. Through our creative approach we aim to prepare our children for the opportunities, responsibilities and experiences of life in our diverse world as well as enhancing their social, moral, spiritual and cultural development.

	Autumn		Spring			Summer	
Christian Values	**Service**	**Generosity**	**Trust**	**Justice**		**Thankfulness**	**Friendship**
BLP	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**		**Reflectiveness, Reciprocity, Resilience & Resourcefulness**	**Reflectiveness, Reciprocity, Resilience & Resourcefulness**
Thrive Focus	**Friendship and Emotions**	**Self-regulation**	**Building Resilience**	**Mindfulness**		**Relaxation**	**Managing Change**
Jigsaw /PSHE	**Being in My World & eBug**	**Celebrating Difference**	**Dreams & Goals**	**Healthy Me**		**Relationships**	**Changing Me**
Experience Days	**Bell Boating**	**Heart of England**		**Space dome**			**Think Tank**
English	Key Texts: *Zoo, Anthony Browne; River, Valerie Bloom (poem); Letters from the Lighthouse, Emma Carroll; The Nowhere Emporium*, Ross Mackenzie (Mystery)		Key Texts: Theseus and the Minotaur, Hugh Lupton (Myth); Kensuke's Kingdom, Michael Morpurgo (adventure/story from another culture); David Attenborough by Maria Isabel Sanchez Vegara (biography); Shakespeare's Sonnet 18, William Shakespeare (Poetry)			Key Texts: The Viewer, Shaun Tan (Bridging Unit); *The Highwayman*, Alfred Noyes (Narrative Poem); Macbeth, William Shakespeare (Classic Tragedy); Greta, Greta Thunberg (Persuasive Speech)	
Maths	Place Value; Addition & Subtraction; Multiplication & Division; Statistics & Fractions		Fractions continued; Decimals & Percentages; Properties of Shapes; Angles; Measurement; Algebra & Ratio			Perimeter, Area & Volume; Position & Direction; Consolidation; Investigations	
Geography / **History**	**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	**What was the impact of WW II on the people of Britain?** Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	**Why do oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.	**What did the Greeks ever do for us?** Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.		**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.	**Were the Vikings raiders, traders or settlers?** Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings.
Science	**Feel the force** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, and identify the effects of air resistance, water resistance and friction, which act between moving surfaces.	**Get sorted/Everyday materials** Compare and group together everyday materials based on evidence from comparative and fair tests, including hardness, solubility, transparency, conductivity, etc, and gives reasons for their uses.	**Danger! Low voltage** Compare the functions of different components, giving reasons for variations in how components function, and use recognised symbols when representing a simple circuit in a diagram.	**The Earth and beyond** Describe the movement of the Earth, and other planets, relative to the Sun and the movement of the Moon relative to the Earth. Also, use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun.		**Light up the world** Recognise that light appears to travel in straight lines; use this idea to explain that objects are seen because they give out or reflect light into the eye and why shadows have the same shape as the objects that cast them.	**Body health** Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
	Working Scientifically		*Working Scientifically*			*Working Scientifically/ Our changing world*	
RE	**What kind of King is Jesus?** *Understanding Christianity*	**Is it better to express your beliefs in arts and architecture or in charity and generosity?** *Today Services*	**What would Jesus do?** *Understanding Christianity*	**Creation and Science – competing or complementary?** *Understanding Christianity*	**What difference does resurrection make to Christians?**	**What matters most to Christians and Humanists?** *Today Services*	**Courageous Advocacy time across the year**
Design Technology / **Art**	**Mechanical Systems** Investigate and explore mechanical systems (gears, pulleys, chassis, axles and wheels) and use this knowledge to design and construct a space vehicle.	**Every picture tells a story** Analysing the intentions of the artist Banksy; creating symmetry ink prints inspired by psychologist Rorschach; telling a story using emojis; recreating a poignant war scene through drama and creating art inspired by M. Odundo.	**Electrical systems: Doodlers** Explore series circuits further and introduce motors.	**Formal elements of art: Architecture** Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they.		**Textiles: Waistcoats** Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat.	**Make my voice heard** Looking at the works of artists Picasso and Kollwitz and, through the mediums of graffiti, drawing, painting and sculpture, creating their own artworks that speak to the viewer.
Computing	**Coding – 2Code (6.1)**	**Spreadsheets – 2Calculate (6.3)**	**Blogging – 2Blog (6.4) Online Safety (6.2)**	**Text Adventures – 2Code, 2Connect (6.5)**		**Networks (6.6)**	**Quizzing – 2Quiiz, 2DIY (6.7)**
Music	**Composition notation (Theme: Ancient Egypt) Harvest**	**Blues Christmas**	**South and West Africa**	**Looping and remixing Easter**		**Composition to represent the festival of colour (Theme: Holi festival)**	**Composing and performing a Leavers' song Presenting poems/Summer Show**
PE	**Invasion games - Football Gymnastics**	**Invasion games - Netball Dance**	**Sports Hall Athletics Invasion games - Hockey**	**Gymnastics Outdoor & Adventure Activities**		**Athletics Tennis**	**Cricket Rounders**
French	**Phonics lessons/ The Date**	**My Home**	**Clothes**	**Planets**		**Healthy Living**	**Me In the World**