

## 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	Music/Drama Workshop			Pioneer Centre (Residential)
English	Key Texts: <i>The Promise</i> , Nicola Davies; <i>Street Child</i> , Berlie Doherty; <i>The Extraordinary Life of Mary Seacole</i> , Naida Redgrave; <i>The Present</i> , Jacob Frey; Charles Dicken's Diary (non-fiction); <i>The Sound Collector</i> , Roger McGough (Poetry); Talking Turkeys, Benjamin Zephaniah (Dub Poetry)		Key Texts – Macbeth, William Shakespeare (Classic Tragedy); Inside the Villains, Clotilde Perrin; Kick, Mitch Johnson; Persuasive Writing (non-fiction); <i>The Highwayman</i> , Alfred Noyes (Narrative Poem)		Key Texts – Holes, Louis Sachar; Non-chronological report – The Origin of Species (non-fiction); Hope is the Thing with Feathers & The Mountain, Emily Dickinson (Metaphorical Poetry); Playscript	
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	<b>What is life like in the Alps?</b> Considering the climate of mountain ranges and why people chose to 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.	<b>What does the census tell us about our local area?</b> 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.	<b>Why does population change?</b> 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.	<b>What was life like in Tudor England?</b> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.	<b>Where does our energy come from?</b> Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	<b>Unheard histories: Who should feature on the £10.00 banknote?</b> 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.
Geography						
Science	<b>Classification of living things</b> 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.	<b>Evolution and inheritance</b> Recognise that living things produce offspring of the same kind, but that offspring normally vary. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<b>Separating mixtures and changing materials</b> 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.	<b>Human circulation</b> Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.	<b>Plant and animal life cycles</b> 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.	<b>Human growth</b> Identify the stages of the human life cycle, from birth to death including puberty in girls and boys.
	<i>Working Scientifically</i>		<i>Working Scientifically</i>		<i>Working Scientifically</i>	
RE	CWAS U2.2 <b>Why might ancient stories still be so important for some worldviews today?</b>	US <b>Was Jesus the Messiah?</b>	CWAS U2.3 <b>Do religions change or do they stay the same?</b>	US <b>What did Jesus do to save human beings? SALVATION</b>	CWAS U2.4 <b>What might it mean to 'Live well'?</b>	UC 2B.3 <b>How can following God bring freedom and Justice? People of God</b>
Art	<b>Still life</b> 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.	<b>Frame Structures</b> Products design from prototype to completion	<b>Design for a purpose</b> 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.	<b>Food: What could be healthier?</b> Researching and modifying a traditional recipe to make it healthier. Children cook their healthier versions, making appropriate packaging.	<b>Photography</b> Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.	<b>Mechanical systems: Making a pop-up book</b> Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features.
Design Technology						
Computing	<b>Coding – 2Code (5.1)</b>	<b>Spreadsheets – 2Calculate (5.3)</b>	<b>Databases (5.4) Online Safety (5.2)</b>	<b>Game Creator (5.5)</b>	<b>3D Modelling (5.6)</b>	<b>Concept Maps (5.7)</b>
Music	<b>Film music</b>	<b>Composition notation (Theme: Ancient Egypt) Christmas</b>	<b>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</b>	<b>Musical theatre Easter</b>	<b>Theme and variation (Theme: Pop Art)</b>	<b>Composing and performing a Leavers' song Presenting poems/Summer Show</b>
PE	<b>Invasion games - Football Gymnastics</b>	<b>Sportshall Athletics Dance</b>	<b>Invasion Games Uni Hockey Health and Fitness</b>	<b>Invasion Games Netball Outdoor &amp; Adventure Activities</b>	<b>Athletics Rounders</b>	<b>Cricket Tennis</b>
French	<b>Phonics lesson The Weather</b>	<b>Family</b>	<b>Pets</b>	<b>Olympics</b>	<b>At School</b>	<b>At The Weekend</b>

## 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
<b>BLP</b>	Reflectiveness, Reciprocity, Resilience & Resourcefulness	Reflectiveness, Reciprocity, Resilience & Resourcefulness	Reflectiveness, Reciprocity, Resilience & Resourcefulness	Reflectiveness, Reciprocity, Resilience & Resourcefulness	Reflectiveness, Reciprocity, Resilience & Resourcefulness	Reflectiveness, Reciprocity, Resilience & Resourcefulness
<b>Thrive Focus</b>	Friendship and Emotions	Self-regulation	Building Resilience	Mindfulness	Relaxation	Managing Change
<b>Jigsaw /PSHE</b>	Being in My World & eBug	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Experience Days</b>	Bell Boating	Heart of England	Jazz Workshop	Space Dome		Think Tank
<b>English</b>	Key Texts: How to be a Lion, <i>Ed Vere</i> ; <i>Letters from the Lighthouse</i> , <i>Emma Carroll</i> ; <i>The Nowhere Emporium</i> , Ross Mackenzie (Mystery); Never Just a Book, Joshua Seigal (Poetry); Twas the Night Before Christmas, Clement Clarke Moore		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); The Most Dangerous Animal in the World, Valerie Bloom (Poetry)		Key Texts: She Wolf, Dan Smith, The Viewer, Shaun Tan (Bridging Unit); Greta, Greta Thunberg (Persuasive Speech); <i>Thinker's Rap</i> , <i>Eloise Greenfield</i> (poetry); Playscript	
<b>Maths</b>	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	
<b>Geography</b>	<b>Would you like to live in the desert?</b> Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	<b>What was the impact of WW II on the people of Britain?</b> 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.	<b>Why do oceans matter?</b> 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.	<b>What did the Greeks ever do for us?</b> 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.	<b>Can I carry out an independent fieldwork enquiry?</b> Observing, measuring, recording and presenting their own fieldwork study of the local area.	<b>Were the Vikings raiders, traders or settlers?</b> 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.
<b>History</b>						
<b>Science</b>	<b>Feel the force</b> 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.	<b>Get sorted/Everyday materials</b> 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.	<b>Danger! Low voltage</b> 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.	<b>The Earth and beyond</b> 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.	<b>Light up the world</b> 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.	<b>Body health</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
	<i>Working Scientifically</i>		<i>Working Scientifically</i>		<i>Working Scientifically/ Our changing world</i>	
<b>RE</b>	CWAS U2.5 <b>How do beliefs and ideas about land shape the way human beings live?</b>	UC Creation and Science – conflicting or complementary? Creation/Fall + UC 2B.8 <b>What kind of king is Jesus? Kingdom of God</b>	CWAS Hindu Worldviews + CWAS U2.6 <b>How might your worldview impact on the way you understand death and beyond?</b>	UC 2B.7 <b>What difference does the resurrection make to Christians? SALVATION</b>	CWAS U2.7 <b>What is truth and where might it be found?</b>	UC 2B.5 <b>What would Jesus do? GOSPEL</b>
<b>Design Technology</b>	<b>Mechanical Systems</b> Investigate and explore mechanical systems (gears, pulleys, chassis, axles and wheels) and use this knowledge to design and construct a space vehicle.	<b>Every picture tells a story</b> 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.	<b>Electrical systems: Doodlers</b> Explore series circuits further and introduce motors.	<b>Formal elements of art: Architecture</b> 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.	<b>Textiles: Waistcoats</b> Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat.	<b>Make my voice heard</b> 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.
<b>Art</b>						
<b>Computing</b>	<b>Coding – 2Code (6.1)</b>	<b>Spreadsheets – 2Calculate (6.3)</b>	<b>Blogging – 2Blog (6.4) Online Safety (6.2)</b>	<b>Text Adventures – 2Code, 2Connect (6.5)</b>	<b>Networks (6.6)</b>	<b>Quizzing – 2Quiz, 2DIY (6.7)</b>
<b>Music</b>	Blues Harvest	Songs of World War 2 Christmas	South and West Africa	<b>Composition to represent the festival of colour (Theme: Holi festival) Easter</b>	Looping and remixing	Composing and performing a Leavers' song Presenting poems/Summer Show
<b>PE</b>	Invasion games – Tag Rugby Gymnastics	Sports Hall Athletics Dance	Invasion Games Netball Self Defence	Invasion Games – Football OAA	Athletics Cricket	Tennis Rounders
<b>French</b>	Phonics lessons/ The Date	My Home	Clothes	Planets	Healthy Living	Me In the World