

## Class 4 Curriculum Plan Cycle A

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  |
| Forest School                          |   | Heart of England (Mapping skills)   |   | Heart of England  |  | Heart of England   |
| 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<br>Forge Mill  |   | Panto Day   |   | PGL  | Visit to Local Mosque  |
| English                                | Key Texts: <i>The Promise</i> , Nicola Davies; <i>Street Child</i> , Berlie Doherty; <i>The Monster Calls</i> , Patrick Ness; <i>The Present</i> , Jacob Frey; Charles Dicken's Diary (non-fiction) |   | Key Texts – <i>Windrush Child</i> , Benjamin Zephaniah; <i>Inside the Villains</i> , Clotilde Perrin; <i>The Ice Bear</i> , Jackie Morris; Persuasive Writing (non-fiction) |   | 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                                | Industrial Revolution<br>Continuity & change in the locality  |   | Windrush<br>Social, ethnic, cultural or religious experiences of past peoples   |   | Benin<br>Compare time studied with other areas   |  |
| Geography                              |   | Longitude & Latitude<br>Collect & analyse information; 8 points of compass & 6 fig. grid; create maps |   | Global Connections:<br>Investigating World Trade<br>Global economy, and its impact on our communities and others around the world |  | Energy & Sustainability<br>Distribution of natural resources; physical features; human activity                  |
| Science                                | Properties & Changes of Materials<br>Reversible & irreversible changes, compare & group, separating, evidencing usage through fair testing  |   | Classification<br>Observable characteristics and classification according to these characteristics.   | Life Cycles<br>Life cycles of mammals, amphibians, insects and birds.   | Evolution & Inheritance<br>Change, offspring, adaptation of plants & animals; fossils.   | Animals Including Humans<br>Human & animal life cycles; reproduction; human circulatory system; diet & lifestyle |
|  | Working Scientifically  |   | Working Scientifically  |   | Working Scientifically   |  |
| RE                                     | What does it mean if God is Holy and loving?<br><i>Understanding Christianity</i>   | Was Jesus the Messiah?<br><i>Understanding Christianity</i>   | How can following God bring freedom and justice?<br><i>Understanding Christianity</i>   | What did Jesus do to save human beings?<br><i>Understanding Christianity</i>  | What does it mean to be a Muslim in Britain today?   |  |
| Design Technology (Projects on a Page) |   | Frame Structures<br>Products design from prototype to completion                                      |   | Electrical Systems: monitoring & Control<br>Circuit building using a number of components.  |  | Food – Culture & Seasonality<br>Measure using ratio, bake & cook   |
| Art                                    | Drawing<br>Movement, perspective & shadows  |   | Sculpture<br>Carve and add shapes, texture and pattern.   |   | Printing<br>Layer of colour creating a precise and accurate pattern.   |  |
| Computing                              | Online Safety<br>Protect password, hardware and self;   | Programming – 2Code Unit<br>Complex computer programs to create a variety of outcomes.                | Multimedia- 3D Game   | Computers & Networks  | Programming – 2Code Unit 2   | Online Collaboration - Blogging  |
| Music (Charanga)                       | Livin' on a Prayer  | Glockenspiel 2  | Make You Feel My Love   | Fresh Prince of Bel Air   | Dancing in the Street  | Reflect, Rewind Replay   |
| PE                                     | Invasion games - Netball<br>Dance   | Invasion games - Football<br>Gymnastics   | Sports-hall Athletics<br>Invasion games - Tag Rugby   | Gymnastics<br>Outdoor & Adventure Activities  | Athletics<br>Tennis  | Cricket<br>Rounders  |
| French                                 | Getting to Know You   | All About Ourselves   | That's Tasty  | All in a Day  | Let's Visit a French town  |  |

## Class 4 Curriculum Plan Cycle B

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 (Hope 4 Recovery Curriculum)  | Generosity   | Trust   | Justice  | Thankfulness  | Friendship  |
| Forest School     |   | Heart of England   |   | Heart of England   |   | Heart of England  |
| 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/ Space dome  |  | Panto Day   |  |   | Local River Visit   |
| English           | Key Texts: <i>The Boy, The Mole, The Fox and The Horse</i> , Charlie Mackesy; <i>The Red Tree</i> , Shaun Tan; <i>Here We Are</i> , Oliver Jeffers; <i>No One is too Small to Make a Difference</i> , Greta Thunberg (persuasive speech); <i>The Nowhere Emporium</i> , Ross Mackenzie (Mystery); <i>The Sound Collector</i> , Roger McGough (Poetry) |  | Key Texts: Macbeth, William Shakespeare; Theseus and the Minotaur, Hugh Lupton (Myth); <i>Hatshepsut – Egypt</i> (biography) <i>The Lost Words</i> , R. Macfarlane & J. Morris (Poetry) |  | Key Texts: <i>The Viewer</i> , Shaun Tan (Bridging Unit); <i>Kensuke's Kingdom</i> , Michael Morpurgo (adventure/story from another culture); <i>The Highwayman</i> , Alfred Noyes (Narrative Poem) |   |
| 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>Shang Dynasty</b><br><i>The achievements of the earliest civilisations</i>   |  | <b>Ancient Greece (HA)</b><br><i>Ancient Greek life &amp; achievements and their influence on the western world</i>   |  | <b>Crime &amp; Punishment (HA)</b><br><i>What do they all have in common?</i>   |   |
| Geography         |   | <b>Population</b><br>How populations are distributed and why they change         |   | <b>Biomes</b><br>Earth's different biomes and why some need to be protected and preserved  |   | <b>Rivers – Field work (GA)</b><br>The world's rivers and their importance, how rivers shape the land and flooding (Mapping skills) |
| Science           | <b>Earth &amp; Space</b><br><i>The Earth's movement, along with the other planets, relative to the sun.</i>   | <b>Electricity</b><br><i>Circuits and how to vary each component within them</i> | <b>Forces</b><br><i>The force of gravity and the effects of air resistance, water resistance and friction on moving objects</i>   | <b>Light</b><br><i>How light travels in straight lines from a light source to our eyes and in the absence of light, shadows are formed</i> | <b>Sustainability</b><br><i>The causes of climate change and ways we can help to reduce it</i>  | <b>History of Science</b><br><i>How our ideas and understanding of science have changed over time</i>                               |
|                   | Working Scientifically  |  | Working Scientifically  |  | Working Scientifically  |   |
| RE                | <b>What kind of King is Jesus?</b><br><i>Understanding Christianity</i>   | <b>What would Jesus do?</b><br><i>Understanding Christianity</i>                 | <b>What does religion say to us when life gets hard?</b><br><i>Christian &amp; Hindu</i>  | <b>What difference does resurrection make to Christians?</b><br><i>Understanding Christianity</i>  | <b>Creation and Science – competing or complimentary?</b><br><i>Understanding Christianity</i>  | <b>What matters most to Christians and Humanists?</b>   |
| Design Technology |   | <b>Food</b><br>Celebrating culture & seasonality                                 |   | <b>Mechanical Systems</b><br>Pulleys or Gears  |   | <b>Textiles</b><br>Combining different fabric shapes  |
| Art               | <b>Drawing</b><br>Using a range of materials and techniques to create texture and develop perspective skills  |  | <b>Collage</b><br>Experiment with mixing textures and arranging them with the purpose to create effect  |  | <b>Painting</b><br>Use brush techniques and colour combinations to create mood and develop personal style   |   |
| Computing         | Online Safety   | Programming Lego we-do 1   | Multimedia News Broadcast   | Data handling – creating & using a database  | Programming Lego we-do 2  | Making sense of Online Content  |
| Music Charanga    | Happy   | Classroom Jazz 2   | A New Year Carol  | You've Got a Friend  | Music & Identity  | Reflect, Rewind Replay  |
| PE                | Invasion games - Netball Dance  | Invasion games - Football Gymnastics   | Sportshall Athletics Invasion games - Hockey  | Gymnastics Outdoor & Adventure Activities  | Athletics Tennis  | Cricket Rounders  |

**French**

**Family & Friends**

**School Life**

**Time Travelling**

**Let's Go Shopping!**

**This is France**