



CURRICULUM OVERVIEW



CLASS 4

		Autumn Term				Spring Term			Summer Term			
		Discover				Explore			Create			
Religious Education	R.E. is delivered through the Come & See scheme of work. Full details of coverage is available in the Come & See Planner which follows a 2-year cycle, alternating between Year 4 & Year 5 content. Unit titles for each cycle are given below:											
	Cycle A Y4 Units	People	Called	Other Faith	Gift	Community	Giving & Receiving	Self-Discipline	New Life	Building Bridges	Other Faith	God's People
	Cycle B Y5 Units	Ourselves	Life Choices	Other Faith	Hope	Mission	Memorial Sacrifice	Sacrifice	Transformation	Freedom & Responsibility	Other Faith	Stewardship
P.S.H.E. R.S.E.	1Decision and Journey in Love are schemes used to deliver the PSHE/RSHE curriculum, alongside global learning approaches to ensure cultural capital is addressed. Concept-based learning also ensures that PSHE is placed at the heart of project planning. PSHE follows a 2-year cycle, alternating between Year 4 & Year 5 content. RSE is taught to individual year groups.											
	Cycle A Y4 Units From 1Decision	Module Question	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?				
		Module Name	-Journey in Love	-Computer Safety -A World Without Judgement	-Feelings and Emotions -Journey in Love	-Journey in Love -Keeping/Staying Healthy	-Keeping/Staying Safe -Being Responsible	The Working World				
		Topic Title / Lesson Guide	-RSE Social and Emotional	-Online bullying -Breaking down barriers	-Jealousy -RSE Intellectual	-RSE Physical and spiritual -Healthy living	-Cycle safety -Coming home on time	-Chores at home				
		Worksheets	-Journey in Love	-Darlee is feeling sad -Anti-Bullying Message Tree -Coping with Online Bullying -My Strengths and Goals -Are we the same? -Focus on Strength	-Thoughts, Feelings and Behaviours -I can also feel... -Dear Darlee (Jealousy) -Journey in Love	-Journey in Love -What I know about healthy eating -The Five Main Food Groups -Darlee's Balanced Menu -Food Detectives	-Help Darlee -Who can help? Think First -Being on Time -How important is it? -Being Punctual	-My Contributions -My Chore Chart -My Ideal Job				

P.S.H.E. R.S.E.	Cycle B Y5 Units From 1Decision	Module Question	What makes up a person's identity?	How can friends communicate safely?	How can drugs common to everyday life, affect health?	How can we help in an accident or emergency?	What jobs would we like? What decisions can people make with money?	How do we treat each other?
		Module Name	-Journey in Love	-Computer Safety	-Keeping/Staying Healthy	-Being Responsible	-The Working World	-Keeping/Staying Safe and Journey in Love -A World Without Judgement -Feelings and Emotions
		Topic Title/Lesson Guide	-RSE Physical, intellectual and spiritual.	-Image sharing	-Smoking	-Looking out for others	-Enterprise	-Peer pressure and RSE social and emotional -Inclusion and acceptance -Anger
		Worksheets	-Journey in Love	-Darlee's Image Survey -Do you agree? -Image sharing checklist	-What I know about smoking -Dear Darlee (smoking) -Smoking Detectives -Reflections on Smoking	-How can we help others? -Dear Darlee (Looking out for others) -Looking out for others -Thinking of others	-Money Making Ideas -Help Darlee Save -Create your own enterprise	-Peer Pressure -Managing Peer Pressure -My Risk Assessment -Dear Darlee (peer pressure) -Journey in Love -How are we all different? -My Profile -Our Diverse World -How is Darlee feeling? -Healthy and Unhealthy Anger -Darlee's Five Steps

ENGLISH	The English curriculum at St Chad's is delivered using the National Curriculum English Document with a 'novel as a theme' approach. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage, through to the National Curriculum. Where appropriate, literacy units link to concept-based curriculum themes. We have fidelity to the Letters & Sounds phonics scheme.
MATHEMATICS	The Mathematics curriculum is planned and delivered using the White Rose Hub approach and resources, which fulfils all National Curriculum requirements. This approach is approved by the National Centre for Excellence in the Teaching of Mathematics (NECTM). Full details of coverage can be found in the White Rose Hub scheme of work. Teachers employ effective Assessment for Learning (AfL) strategies to inform planning and next steps.

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SCIENCE	In Class 4, the Lower & Upper KS2 programme of study for 'Working Scientifically' will be taught through the programme of study content below:			
	Cycle A	Rocks (Y3 PoS)	Forces & Magnets (Y3 PoS) & Forces (Y5 PoS)	Plants (Y3 PoS) & Animals, including humans (Y3&4 PoS)
	Cycle B	Light (Y3 PoS) & Sound (Y4 PoS)	States of Matter (Y4 PoS) & Electricity (Y4 PoS)	Living things and their habitats (Y4 PoS)
	Cycle C	Earth & Space (Y5 PoS)	Properties & Changes of Materials (Y5 PoS)	Living things and their habitats (Y5 PoS)
DESIGN TECHNOLOGY	Pupils will be taught to design, make and evaluate products whilst learning and applying the following technical knowledge:			
	Cycle A	Cooking and nutrition: <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Mechanical systems	
	Cycle B		Using electrical systems in products	
	Cycle C		Strengthen, stiffen and reinforce complex structures	

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		Pupils will be taught KS2 geographical skills and vocabulary through studying the following units of human and physical geography:		
GEOGRAPHY	Cycle A		<p><u>U.K.</u> (depth study on local rivers/ponds)</p> <ul style="list-style-type: none"> Name and locate counties, cities, hills, coasts and rivers of UK, using OS maps & atlases, inc. digital. Use 8-point compass directions and grid references/symbols when using OS maps. Study land-use and change, with focus on local rivers and/or ponds. 	
	Cycle B		<p><u>European Country</u> (depth comparative study on French Alps)</p> <ul style="list-style-type: none"> Locate world countries, focusing on Europe, using maps, atlases (inc. digital) & globes. Describe and understand physical geography of mountains. Human geography: e.g. study types of settlement, land use, economic activity. 	
	Cycle C		<p><u>South America</u> (depth study on tropical zone)</p> <ul style="list-style-type: none"> Locate world countries, focusing on South America, using maps, atlases (inc. digital) & globes. Identify latitude, longitude, northern/southern hemisphere, climate zones, biomes & time zones. Economic activity inc. trade (fairtrade). Distribution of natural resources. 	

HISTORY	The purpose and aims of the national curriculum will be taught through the following subject content:		
	Cycle A	<ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age, then on to... Roman Empire and its impact on Britain <i>(one overview, one depth study)</i> 	
	Cycle B	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots, then onto... The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 1066 <i>(one overview, one depth study)</i> Contrast the above British history with a non-European society, i.e. Benin (West Africa) c. AD 900-1300 <i>(overview study)</i> 	
	Cycle C	<ul style="list-style-type: none"> Local History Study (Victorians) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, i.e. industrial revolution, inc. canals and mills) 	
ART & DESIGN	Skills progression for individual year groups will be taught through the following subject content:		
	<u>Overview study</u> Improve mastery of drawing & painting, following skills maps		<u>Depth Study</u> Improve mastery of textiles. Study of artist, architect or designer. Record observations and develop skills in sketch books.
	Self-portraits	Christmas cards	

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MUSIC	Music is delivered through the Charanga scheme, following a 2-year rolling programme ensuring that full coverage is met. Each unit covers the inter-related dimensions of music pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation. Each unit provides the opportunity to learn about different genres of music and how to play tuned and untuned instruments, improvisation and composition. Full details of coverage is available in the Progression of knowledge and skills documents. Unit titles for each cycle are given below (Bold = Charanga unit, Italics = musical genre):								
	Cycle A	Livin' On A Prayer (Y5 Unit) <i>Rock</i>	Classroom Jazz 1 (Y5 Unit) <i>Jazz</i>	Make You Feel My Love (Y5 Unit) <i>Pop/Ballad</i>	The Fresh Prince of Bel Air (Y5 Unit) <i>Hip Hop</i>	Dancing In The Street (Y5 Unit) <i>Motown</i>	Reflect, Rewind and Replay <i>Share and perform the learning taken place throughout the year.</i>		
	Cycle B	Happy (Y6 Unit) <i>Neo Soul/Pop</i>	Classroom Jazz 2 (Y6 Unit) <i>Jazz</i>	A New Year Carol (Y6 Unit) <i>Classical/Urban Gospel</i>	You've Got A Friend (Y6 Unit) <i>Pop</i>	Music & Me (Y6 Unit) <i>Genre inequality, study of four inspirational contemporary women musicians</i>	Reflect, Rewind and Replay <i>Share and perform the learning taken place throughout the year.</i>		
LANGUAGES	The chosen modern language for study is French. This is delivered through the 'Salut' scheme of work, ensuring that full national curriculum coverage is met.								
	Cycle A	Core Unit 1 & My Home			Core Unit 2 & At School		Core Unit 3 & Animals		
	Cycle B	Core Unit 1 & Playtime			Core Unit 2 & My Town		Core Unit 3 & Describing People		
	Cycle C	Core Unit 1 & Food			Core Unit 2 & The Body		Core Unit 3 & Sport		
PE		Invasion Games		Dance	Gymnastics	Outdoor and Adventure Activities	Striking and Fielding Games		Athletics
COMPUTING	The Computing curriculum is delivered through the Purple Mash scheme of work. To ensure appropriate sequencing of skills, specific units are taught to individual year groups.								
	Year 4s	Coding Unit 4.1 6 weeks	Online Safety Unit 4.2 4 weeks	Spreadsheets Unit 4.3 6 weeks	Writing for different audiences (inc. Email) Unit 4.4 6 weeks	Logo Unit 4.5 4 weeks	Animation Unit 4.6 3 weeks	Effective search Unit 4.7 3 weeks	Presenting with Word Unit 5.8 6 weeks
	Year 5s	Coding Unit 5.1 6 weeks	Online Safety Unit 5.2 4 weeks	Spreadsheets Unit 5.3 6 weeks	Databases Unit 5.4 4 weeks	Game Creator Unit 5.5 5 weeks	3D Modelling Unit 5.6 4 weeks	Concept Maps Unit 5.6 4 weeks	