

Hainford Curriculum Map 2021-22
Class 3 Foundation Subjects (Years 4/5/6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	NORWICH		TRANSPORT		STONE AGE	
Science	Sound (Y4 part A) Develop an understanding of how sound is made for making medieval instruments.	Animals including Humans (Y4 Part A) Develop their understanding of the digestive system for making medieval bread in DT.	Forces (Y5 part B) Develop an understanding of gravity, friction and aerodynamics for making motorised vehicles in DT.	Electricity (Y6) Develop an understanding of electric circuits, voltage and symbols for making motorised vehicles in DT.	Animals including Humans (Y4 part B) Understand food chains and the adaptation of human teeth.	Evolution and Inheritance (Y6) Understand the evolution and adaptation of humans, plants and animals.
Computing	E-Safety and Typing Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.	Music Creation Select, use and combine a variety of software on a range of digital devices to design and create music.	Inside a Computer Use sequence, selection and repetition in programs, working with variables and various forms of input and output [machine learning and AI].	Programming Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs [Sphero, Python, text-based, binary code].	Computers [past, present and future] Select, use and combine a variety of software (including internet services) to collect, analyse, evaluate and present information.	Video and Image Editing Select, use and combine a variety of software on a range of digital devices to design, create and edit videos and images.
History	Norwich Castle and Cathedral A local history study of a site dating from a period beyond 1066 that is significant locally. Study Norwich Castle and Cathedral through the Middle Ages with links to British monarchy.		The First Railways Study an aspect in British history beyond 1066 that is a significant turning point in British history, such as the first railways.		Stone Age to the Iron Age Study the changes in Britain from the Stone Age to the Iron Age and an aspect of social history, such as crime and punishment.	
Geography		Settlements Describe and locate settlements and cities in the UK and understand how they have changed over time.		Global Trade Describe economic activity, trade links and the distribution of natural resources around the world, such as food, energy and minerals.		Wonderful Walks Conduct fieldwork in the Broads and locate other geographical and topographical features in the UK.

DT	<u>Cooking and Nutrition</u> Prepare and cook a flavoured loaf of savoury medieval bread using a range of ingredients. Develop their understanding of healthy eating, balanced diets and the origin of ingredients from around the UK.			<u>Electric Car</u> Apply their understanding of electrical and mechanical systems to make a motorised toy vehicle.		<u>Mechanical Toy</u> Use cams and gears in their animal themed children's toy with moving parts. Use a range of tools and building materials, such as wood and saws.
Art		<u>Sewing</u> Use a sketchbook to record observations of medieval wall-hangings at Norwich Castle and make one using a range of materials and techniques, such as embroidery, appliqué, tapestry and quilting.	<u>Landscapes</u> Study the work of famous artists David Hockney and Anselm Kiefer. Sketch observations of local landscapes. Make landscape paintings and collages with roads, railways and paths.		<u>Moving Figures</u> Study the work of famous sculptures Alberto Giacometti and Edgar Degas. Use a sketchbook to record their observations of people mid-movement and sculpt Neolithic hunters using wire.	
French	<u>Getting to know you</u> Introduce themselves. Ask and answer questions to get to know each other.	<u>Where in the world</u> Name and locate different countries around the world.	<u>On the move</u> Name different types of transport and explain where they are going.	<u>Celebrations (Easter)</u> Learn the Easter story and how it is celebrated in France.	<u>School Life</u> Name school subjects and ask for school equipment.	<u>Let's visit France</u> Learn about French culture and famous cities and landmarks.
PSHE	<u>Growing and Changing</u> achievements, aspirations, strengths, conflicting emotions, managing feelings, change, transitions, loss, separation, divorce, bereavement, puberty, physical and emotional changes, human reproduction		<u>Healthy Relationships</u> unhealthy, pressure, behaviour, consequences, physical contact, acceptable, unacceptable, collaborate, dispute, feedback, support, negotiate compromise, privacy, sharing, personal boundaries		<u>Taking Care of the Environment</u> rights, duties, home, school, environment, resources, sustainability, economics, choices, environment, debate, positive action, change, future, community	
RSE	<u>My Feelings</u> Different objectives for Year 4, 5 and 6	<u>My body</u> Different objectives for Year 4, 5 and 6	<u>My relationships</u> Different objectives for Year 4, 5 and 6	<u>My Beliefs</u> Different objectives for Year 4, 5 and 6	<u>Rights & Responsibilities</u> Different objectives for Year 4, 5 and 6	<u>Asking for Help</u> Different objectives for Year 4, 5 and 6
Music	<u>Harvest Performance</u> Pitch, pentatonic melodies, gospel, acapella, round	<u>Christmas Production</u> Singing, counter melodies, harmony, tempo,	<u>Composing Music</u> Dynamics, texture, score, timbre, chord, crescendo and famous composers	<u>Structure</u> Harmony, ostinato, syncopation, coda, fanfare, bridge, downbeat	<u>Exploring sounds</u> Beatbox, jazz, verse, phrase, lyrics, chorus, minimalism	<u>End of year performance</u> Rhythm, structure, body percussion, call and response
RE	<u>Hinduism</u> What do stories tell us about Hindu belief in God? [Theology]	<u>Christianity</u> How do Christians bring hope at Christmas? [Human and Social Sciences]	<u>Christianity</u> What does the Cross mean to you? [Key concept: Salvation]		<u>Hinduism</u> How do Hindu beliefs impact on their actions? [Philosophy]	<u>God</u> Who or what is God? [Christianity, Islam and Hinduism]
PE	<u>Korfball / Swimming</u> <u>Invasion games / Fitness</u>	<u>Tag rugby</u> <u>Swimming</u>	<u>Hockey</u> <u>Adventurous activity</u>	<u>Pop Lacrosse</u> <u>Gymnastics</u>	<u>Tennis</u>	<u>Athletics</u> <u>Cricket</u>