Hainford Curriculum Map 2018-19

Class 3 (Year 4,5,6)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Inquiry | They are people living and working in the Shang Dynasty of Ancient **China** with Chinese food, animals and art. They need to prepare a tomb for a priestess and fight in the Battle of Muye. | They are present day archaeologists in China, when a volcano causes an earthquake which reveals the Shang tomb. They share their findings on a website. | It’s the early 20th Century and a group of explorers have landed in **America**. They’re examining all the different environments, plants and animals. | The explorers discover evidence of an ancient civilisation – the Mayans! They share their findings with a British museum. | They are a Jewish family fleeing Europe because **WW2** has broken out. They have arrived in England and they are getting used to life in the Home Front. | The Dad has joined the Home Guard and the eldest son has been conscripted to join the Battle of Britain. |
| Science | **Living Things and Their Habitats** (Y5) – life cycles and reproduction of plants and animals in China | **Changes of Materials** (Y5) - heating and chemical changes (cooking and bicarb volcanoes) | **Living Things and Their Habitats** (Y6) – Classify the plants and animals they’ve found in America | **Living Things and Their Habitats** (Y4) – Make identification keys | **Properties of Materials** (Y5) – building materials (build an Anderson Shelter) | **Sound** (Y4) – ears and hearing (make ear defenders) |
| Geography |  | **Physical geography** - Describe and understand mountains, volcanoes and earthquakes. | **Physical geography** - Describe and understand climate zones, biomes and vegetation belts, rivers and the water cycle in North and South America |  |  | **Fieldwork skills -** Record and present the human and physical features in the local area. Sketch maps and use digital technologies –for the Home Guard. |
| History | **The Shang Dynasty of Ancient China** - Study the achievements of the earliest civilisations |  |  | **The Mayan Civilisation** – A non-European society that provides contrast with British history (link to the Incas and Aztecs) | **Study an aspect of British history** - A significant turning point in British history - the Battle of Britain (WW2). |  |
| DT |  | **Cooking and Nutrition** - Prepare and cook a savoury dish and make links with healthy eating and balanced diets | **Technical Knowledge (levers and linkages)**  - Make moving puppet animals with linkages and levers. |  |  | **Technical Knowledge (structures):** strengthen, stiffen and reinforce more complex structures - Build a bridge for the army trucks. |
| Art | **Painting** Chinese nature, drawing inspiration from Shang art. |  |  | **Printing** using a range of materials– Make a printing block for a Mayan repeated pattern. | **Great Artists -** Henry Moore’s WW2 portraits. **Draw** portraits of the family using graphite pencils. |  |
| Computing | **The Internet** - Use search technologies safely, effectively & responsibly. | **The Internet** – Use internet services to share & communicate – Make websites about China | **Coding** - Design, write and debug programs that accomplish specific goals - Program a quiz about animals on Scratch. | | **Create Content** - Use a variety of software and digital devices to create content – Make a radio podcast with advice and info for the Home Front | |
| RE | **Buddhism**  How do Buddhists make sense of the world? | **Sikhism**  What does it mean to be a Sikh today? | **Christianity**  People of God - How do Christians work to bring God’s kingdom on earth? | | **Judaism**  How do Jews share their covenant with God? | **Christianity**  Gospel - Does religion bring peace or conflict? |
| Music | Performance skills (Harvest Festival) | Performance skills (Christmas Production) | Listening and composition | Exploring sounds | Structure and notation | Beat, tempo, rhythm, ostinato, chromatic pitches & off-beat |
| PE | Football / Rugby | Netball / Basketball | Gymnastics / Dance | Core Strength | Athletics | Cricket / Rounders |
| French | Greetings and manners | Countries around the world | Sweet and savoury food | Opinions | Sports and hobbies | Occupations |
| PSHE | Safety | Self-awareness | Goals | Rights and responsibilities | Self-control | Hygiene |
| RSE | My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |