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 | Build a dinosaur zoo. | Time travel to the Stone Age. | Build a race car (Goblin Racer). | | Make improvements to our local area. | Set up a healthy restaurant. |
| LTE | Survivors  (classification) | Tree  (symbolism) | Conquerors  (intentions and consequences) | Voices  (frames of reference) | Home  (symbolism) | Window  (sequencing) |
| Literacy | Persuasive letter  Information leaflet  Reviews | Diary entry  Story  Poem | Application form  TV advert | Safety instructions  Newspaper report | Persuasive letter  Proposal form  Story | Persuasive menu  Reviews  Poem |
| Guided Reading | Novel | Poetry  Non-fiction | Novel | Poetry  Non-fiction | Novel | Poetry  Non-fiction |
| Maths | Times tables, place value, column methods, decimals, pictograms, 2D shapes and reading measurements. | Negative numbers, roman numerals, formal methods, factors, decimal fractions, symmetry, angles and 3D shapes. | Prime numbers, fractions, converting measurements, bar charts, timetables, perimeters, area and protractors. | Cube and square numbers, fractions, percentages, 24hour clock, coordinates, translation, line graphs and scaling. | Arithmetic and reasoning with measurement, geometry and statistics. | Revising areas identified for development. |
| Science | Evolution and inheritance  *What can we learn about animals from fossils?* | Evolution and inheritance  *What can we learn about humans from fossils?* | Electricity  *How do I make an electric model car?* | Forces  *How could I prevent forces from slowing my car down?* | Living things: life cycles & reproduction  *What changes happen to the living things in our local area?* | Properties and changes of materials  *How do materials change in a kitchen?* |
| Geography | Identify human features, physical features and land-use patterns in UK. Understand how these aspects have changed over time since the early human settlements. | | Understand how electricity and cars influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. | | Interpret maps and measure/record the human and physical features in the local area (sketch maps). | The water cycle (evaporation). |
| History | Changes in Britain from the Stone Age to the Iron Age. | | A significant turning point in British history (the first railways and cars). | | Local study: the transformation of Norfolk from 1066 to now. | |
| Art |  | Early cave paintings |  |  |  |  |
| DT | Make a fossil finding game. |  | Build, test and evaluate an electric model car (Goblin Racer). | |  | Design and cook a healthy meal. |
| Computing | Use the internet safely and responsibly for evaluating and collecting information. Use PowerPoint for presenting information. | | Scratch: writing and debugging algorithms in code to build rollercoasters. | | Use Excel for collecting, analysing and presenting data from their restaurant. | |
| PSHE | Online safety and cyber-bullying | Solving playground issues (games, friends, disputes…) | Building resilience (facing fears) | Good sportsmanship (winning/losing and fair/unfair) | SRE - sex and relationship education. | Healthy eating, exercise and mental health. |
| RE | Christianity (God): Is believing in God reasonable? | What is religion? | Why do people choose to make a new start? | | Christianity (Kingdom of God): Can one person change the world? | Buddhism/Humanism: How do people make sense of the world? |
| Music | Performance skills (Harvest Festival) | Performance skills (Christmas Production) |  |  |  |  |
| PE | Cross-country | Netball | Dance | Football | Rounders | Athletics |
| French | Days and months | Numbers and time | Transport | | Places | Food |