

Curriculum Sequence Summer – Year 4 and 5

‘Anglo Saxons’



Art – Typography and Maps

How can we use drawing and graphic skills to create typography? How can we use typography skills to create pictorial maps?

INTENT

Children will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art and design.

SEQUENCE OF LESSONS:

- 1 To understand how typography can be used creatively to communicate thoughts and ideas.
- 2 To create their own typeface inspired by their own interests.
- 3 To make their drawings strong and powerful by working over maps or newspaper.
- 4 To apply their new skills and their powerful drawing skills to make a visual map.
- 5 To display the work created through the unit and reflect on the outcomes.

OUTCOME/COMPOSITE

Create maps inspired by the ancient civilisation
- An Anglo Saxon settlement or village

Science - Properties and changes of materials

INTENT

Children will be able to explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
They will also be able to use their knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

SEQUENCE OF LESSONS: 1st half term

- 1 WALHT compare and group materials together, according to whether they are solids, liquids or gases and name their properties.
- 2 WALHT describe the properties of materials using scientific vocabulary.
- 3 WALHT investigate the thermal insulation of different materials.
- 4 WALHT compare and group together materials based on their response to magnets.
- 5 WALHT know that some materials dissolve in a liquid to make a solution.
- 6 WALHT make predictions about how mixtures could be separated.
- 7 WALHT understand what an irreversible change is and explain why some changes are irreversible.

SEQUENCE OF LESSONS: 2nd half term

- 1 WALHT plan and carry out an investigation on a range of materials for their hardness, recording findings in table and scatter graph form.
- 2 WALHT define thermal conductor and thermal insulator and plan and set up an investigation to determine which materials make the best thermal insulators.
- 3 WALHT plan and set up an investigate into the strength of various papers.
- 4 WALHT test a range of materials for their absorbency, strength and durability. Make suggestions for suitable materials based on experience/knowledge.
- 5 WALHT compare thermal and electrical conduction.
- 6 WALHT carry out an investigation into the sound proofing properties of various materials.

OUTCOME/COMPOSITE

Children will have practically investigated reversible and irreversible changes.

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Science Yr4

Animals including Humans

INTENT

To be able to identify the role and parts of the digestive system including the teeth.

Sequence of lessons:

1. WALHT: complete a food web.
2. WALHT: identify the organs of the digestive system.
3. WALHT: functions of the different digestive organs.
4. WALHT: identify different types of teeth.
5. WALHT: identify the structure of teeth.
6. WALHT: identify how to look after our teeth.

Outcome/composite

To create a documentary style video to explain to younger children how the digestive system works.

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PSHE – Being Me in My World



INTENT - Children will learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in.

SEQUENCE OF LESSONS: 1st half term

1 WALHT face new challenges positively and know how to set personal goals.

WALHT know what they value most about their school and can identify their hopes for this school year.

2 WALHT understand their rights and responsibilities as a citizen of their country.

WALHT empathise with people in this country whose lives are different to their own.

3 WALHT understand the concept of personal responsibilities.

4 WALHT discuss and understand rewards and consequences.

WALHT understand that my actions affect me and others.

5 WALHT understand how an individual's behaviour can impact on a group.

6 WALHT understand how democracy and having a voice benefits the school community and know how to participate in this.

OUTCOME/COMPOSITE

Children understand how democracy and having a voice benefits the school community and know how to participate in this.

PSHE – Celebrating Differences



INTENT

Children will know what culture means.

- Know that differences in culture can sometimes be a source of conflict.
- Know what racism is and why it is unacceptable.

SEQUENCE OF LESSONS: 2nd half term

1 WALHT develop an understanding of different cultures.

2 WALHT understand what racism is.

WALHT be aware of their attitude towards people from different races, cultures and ethnicities.

3 WALHT understand how rumours and name-calling can lead to bullying

WALHT know a range of strategies for managing their feelings in bullying situations and for problem-solving when part of one.

4 WALHT identify different types of bullying.

5 WALHT consider the question: Does money matter?

6 WALHT respect their own and other people's cultures.

OUTCOME/COMPOSITE

Children will have explored culture and cultural differences; link this to racism; be able to talk about what it is and how to be aware of their own feelings towards people from different cultures.

RE - ISLAM

What does it mean to be a Muslim in Britain today?

INTENT

Children will know how Muslims put their beliefs into practice in different ways.

SEQUENCE OF LESSONS: 2nd half term

1 WALHT identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an

2 WALHT explain how the Five Pillars offer a way of structuring life for Muslims.

3 WALHT outline three teachings of the Qur'an about how to live and give examples of how Muslims put this into practice

4 WALHT explain the connections between Muslim beliefs and Shahadah (Five Pillars)

WALHT show how Muslims put their beliefs into practice in different ways

5 WALHT identify how Hajj practices help Muslims to show unity, equality, purity and self-control

6 WALHT describe what it means to be a Muslim living in Britain / Cornwall today.

OUTCOME/COMPOSITE

Children will know ways in which Muslim sources of authority guide Muslim living, making connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today

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Music - Exploring and developing playing skills using the glockenspiel

INTENT

Children will build on their understanding of musical language through playing the glockenspiel.

SEQUENCE OF LESSONS:

- 1 WALHT** play the notes D, E, F on the glockenspiel and explore pitch within music.
- 2 WALHT** to accompany a piece of music using the notes C, D, E. Consider rhythm.
- 3 WALHT** practice playing in parts, performing parts together, discussing notes - semibreve. Introduction of new note G.
- 4 WALHT** perform using musical notation as well as performing an improvised section. Practise using the notes D, E, F.
- 5 WALHT** experiment with music through improvisation using the notes C, D, E. Discuss musical notation using vocabulary crotchet and minim.
- 6 WALHT** create their own composition using the notes C, D, E, F and G and range of notes learnt about; crotchet, minim, semibreve.

Outcome/composite

Be able to accompany a short piece of music using the notes C, D, E, F and G; following a musical score and compose their own short piece of music using C, D, E, E, F and G

PE - Football

INTENT

To learn the skills of dribbling, passing, shooting and defending for a game of football.

Sequence of lessons:

- 1 WALHT** demonstrate skill and close control and to pass the ball and move into a space.
- 2 WALHT** combine skills to allow our team to retain possession and dribble at different tempos.
- 3 WALHT** which shooting technique to use to be successful and to keep the ball moving when running at an opponent.
- 4 WALHT** communicate well with our team-mates and defend thoughtfully, slowing attackers down and not overcommitting too soon.
- 5 WALHT** combine skills to create a goal scoring opportunity.
- 6 WALHT** co-operate, communicate and collaborate with others to achieve shared goals and officiate if given the chance.

Outcome/composite

Be able to play a game of football as part of a team; applying the skills and rules learnt.

PE - Netball

INTENT

To learn the skills and tactics of throwing, catching and shooting for a game of netball.

Sequence of lessons:

- 1 WALHT** send a netball in a variety of ways.
- 2 WALHT** pass accurately and use a variety of passes and anticipate the play and release the ball quickly and efficiently.
- 3 WALHT** shoot with good technique and land and picot to pass the ball.
- 4 WALHT** shoulder pass accurately and with force and create space for myself.
- 5 WALHT** position ourselves to take rebounds from missed shots and participate purposefully in a netball match.
- 6 WALHT** apply some tactics we have decided upon as a team and play by the rules.

Outcome/composite

Be able to play a game of netball as part of a team: applying the skills and rules learnt.

French

INTENT

For children to be able to hold a conversation with a partner about themselves.

Sequence of lessons: WALHT

- 1. WALHT: greet someone we meet.
- 2. WALHT: ask and give my name.
- 3. WALHT: say numbers 1 to 10.
- 4. WALHT: ask and give my age.
- 5. WALHT: tell someone who is in my family.
- 6. WALHT: hold a brief conversation about my family and I.

Outcome/composite

To hold a conversation with a partner by asking and answering questions.

Reading opportunities

