

Year 3/4 Mother Nature's Plate

All subjects are directly linked to the National Curriculum's programmes of study.

	History/Geography	Science	Art/DT	RE	Computing	Music
<p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Cadbury World Visit</p> <p>Visit from Hindu Worship Workshop</p>	<p>Geography Describe and understand key aspects of human geography including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Subject Endpoints</p> <p>Skills Identify the key physical and human characteristics of the Mayan landscape. Locate key Ancient Mayan cities on a map. Identify the 8 compass points and explain/identify points on a map.</p> <p>Knowledge Explain why the Mayans chose to settle where they did. Describe the Mayan settlements. Explain what natural resources the Mayans used. Describe how the Mayans used the land and how the land is now used today. Explain the type of biome that the Mayans lived in and compare to our own.</p> <p>History A non-European society that provides contrasts with British history. Mayan civilization AD 900 (Link – chocolate).</p> <p>Subject Endpoints</p> <p>Skills Develop the appropriate use of historical terms. Communicate knowledge and understanding in a variety of ways. Recall, select and organise information. Know that knowledge from the past about the Mayans can be constructed from a range of sources.</p> <p>Knowledge Place key events, people and changes during the Mayan civilisation. Sympathise with the ideas, beliefs, attitudes and experiences of the Mayan civilisation. Answer questions about the Mayans using information gathered. Understand the cultural diversities of the Mayan civilisation. Describe and make links between events during the Mayan period.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including: pollination, seed formation and seed dispersal.</p> <p>Animals, including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Making systematic and careful observations and, where appropriate, taking accurate measurements using accurate units, using a range of equipment. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Knowledge Know the functions of all the parts of a flowering plant and to be able to investigate the requirements for plant growth. Know how humans digest food and to identify the roles of teeth. Describe food chains and to know that they all start with a green plant. Describe how plants are vital for human survival. Investigate scientific questions and present results.</p>	<p>Art Focus on Cezanne and still life pieces. Use these to practise oil pastel, pencil and paint techniques. Focus on Henri Rousseau and his use of colour when painting rainforests.</p> <p>Subject Endpoints</p> <p>Skills Improve mastery of painting and drawing with a range of materials (poster paint/oil pastel, charcoal, pencil). Mix primary colours to create secondary and tertiary colours. Develop techniques including control (using oil pastel effectively and mixing colours).</p> <p>Knowledge Produce realistic still life pictures using pencil and oil pastel to create shades of colour. Compare different artists' work. Create pictures in the style of Cezanne and Rousseau.</p> <p>DT</p> <p>Making a savoury sandwich/wrap</p> <p>Subject Endpoints</p> <p>Skills Evaluate existing products. Research what a healthy diet is. Use a range of cooking utensils. Design a bread related product. Create a storyboard of how to create the bread related product. Make a bread related product. Evaluate the product against the criteria.</p> <p>Knowledge 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.</p>	<p>Hinduism- Hindu festivals and worship</p> <p>Subject Endpoints</p> <p>Skills Pupils understand Hindu festivals (Holi, Diwali etc). Pupils understand Mayan festivals.</p> <p>Knowledge Compare Hindu festivals to Mayan festivals. Create their own Mayan headdress to represent something sacred to them.</p> <p>Hinduism with a focus on Murti Puja and Islam with a focus on the 5 Pillars (Ramadan and Hajj)</p> <p>Subject Endpoints</p> <p>Skills Understand how Hindus and Muslims use food to worship (Murti Puja/Ramadan). Understand how to take responsibility for actions in their own lives. Understand that religious people have responsibilities with regards to worship.</p> <p>Knowledge Demonstrate responsibility by making fruit kebabs.</p>	<p>Communicating - Word Processing</p> <p>Subject Endpoints</p> <p>Skills Know how to use the keyboard. Use the text tools in Word to make the text look interesting. Add images safely from the internet and format them. Add a design to the page. Edit work and improve it. Save work in the correct folders. Develop touch typing skills.</p> <p>Knowledge Produce a Word document that incorporates text and images.</p> <p>Finding Out - Searching for Information</p> <p>Subject Endpoints</p> <p>Skills Choose key words for a search query to find information. Use the page titles to help choose the correct website. Add the word 'kids' to a search query. Filter some results. Explain how a search engine uses key words. Consider, tone, style, audience, and purpose to determine the credibility of a source. Find similar websites by cutting down the amount of results found. Skim and scan search results and look at the web address for clues as to their usefulness. Access a website by typing in the URL.</p> <p>Knowledge Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p> <p>Online Safety We follow 'Education for a Connected World'. Managing Online Information</p> <p>Subject Endpoints</p> <p>Skills Understand how online information is found, viewed and interpreted. Have strategies for effective searching, critical evaluation and ethical publishing. Online Bullying</p> <p>Knowledge Understand how technology impacts bullying and other online aggressions. Have strategies for effective reporting and intervention.</p>	<p>Link to Mayan Culture.</p> <p>Subject Endpoints</p> <p>Skills Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Knowledge To know which musical instruments were used in the Mayan Civilization. To be able to recreate Mayan style music using appropriate instruments.</p>

Year 5\6 The Age of Great Change

All subjects are directly linked to the National Curriculum's programmes of study.

	History/Geography	Science	Art/DT	RE	Computing	Music
<p><i>National Curriculum objectives and coverage</i></p>	<p>History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>The changing power of monarchs using case studies such as John, Anne and Victoria.</i> <i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p> <p>Subject Endpoints</p> <p>Skills Devise historically valid questions using a range of questions types. To be confident in using historical terms showing the passing of time. Select and record information. Note connections, contrasts and trends over time. To know that our knowledge of the Industrial Revolution is constructed from a range of sources. Identify primary and secondary source of information and give reasons. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate knowledge and understanding of the Industrial Revolution in a variety of ways. Read different maps of an area in London and describe the physical features. Research and discuss how water affects the environment and impact on the inhabitants in Victorian London.</p> <p>Knowledge Place key events, people and changes during the Industrial Revolution into correct periods of time and understand their chronological order. Interpret the features of the Industrial Revolution. Sympathise with the ideas, beliefs, attitudes and experiences of the Victorians during the Industrial Revolution. Understand the social, cultural, religious and ethnic diversities during the Industrial Revolution. Identify and describe reasons for and against historical events, situations and changes during the Industrial Revolution. Develop informed reasons for the changes in the distribution of water and waste -water in London during the Industrial Revolution.</p>	<p>Properties and changes of materials</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Knowledge Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Living things and their habitats</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Knowledge Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Art Focus on William Morris (British textile designer). Look at John Bewick as an inspiration to William Morris' work.</p> <p>Subject Endpoints</p> <p>Skills Create a repeating pattern. Develop the technique of using a tile cutter carefully and accurately. Effectively print using paint and a roller. Improve mastery of techniques including painting with a range of materials (using paint to create a print). Review and revisit ideas. Record observations (comment on existing art and experiment with different designs).</p> <p>Knowledge Learn about great artists from the past. Understand how William Morris created his designs. Create a tile print in the style of William Morris.</p> <p>DT - Bridges (Structures) Focus on Isambard Kingdom Brunel who played a key role in Britain's industrial revolution, designing and constructing railway lines, bridges, tunnels and docks around the country.</p> <p>Subject Endpoints</p> <p>Skills Design and make a bridge that meets the success criteria. Evaluate the effective of the bridge against the success criteria.</p> <p>Knowledge Research the different types of bridges and the features they have. Learn about Isambard Kingdom Brunel and the impact of his work. Research famous bridges around the world. Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand how individuals in design and technology have helped shape the world.</p>	<p>Christianity and Sikhism</p> <p>Subject Endpoints</p> <p>Skills Explore different sources of wisdom. Compare religious wisdom to the wisdom of Victorian wisdom e.g. Alexander Graham Bell.</p> <p>Knowledge Pupils understand the impact wisdom can have on people.</p> <p>Pupils create their own teaching to show what is important to them.</p>	<p>Communicating - Word Processing</p> <p>Subject Endpoints</p> <p>Skills To add Smart Art, tables, hyperlinks to a Word Document. Use short cuts to navigate word more easily. Edit work and improve it. Produce content for a web page/App.</p> <p>Knowledge Create a text which includes a range of elements for a specific purpose.</p> <p>Finding Out – Searching for Information</p> <p>Subject Endpoints</p> <p>Skills Explain internet domain names. Explain that 'web crawlers' create an index. Explain that search engines use algorithms to choose the 'best' results. Explain that not all of the things on the internet can be found by search engines. Suggest reasons why a website is ranked as a top result. Explain how a search engine's index works. Explain that some search engines try to personalise what you see so that not everyone will see the same results.</p> <p>Knowledge Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Online Safety We follow 'Education for a Connected World'. Managing Online Information</p> <p>Subject Endpoints</p> <p>Skills Understand how online information is found, viewed and interpreted. Have strategies for effective searching, critical evaluation and ethical publishing. Recognise online bullying. Knowledge Understand how technology impacts bullying and other online aggressions. Have strategies for effective reporting and intervention and consider how bullying and other aggressive behaviour relates to legislation.</p>	<p>Victorian Christmas Songs.</p> <p>Subject Endpoints</p> <p>Skills Develop an understanding of the history of music. Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Knowledge Know that many Christmas carols were written in Victorian times. Identify beats from notation of Christmas carols. Replicate the beats using appropriate instruments.</p>
<p>Curriculum Enrichment</p> <p>Newstead Abbey 'Victorian Christmas' Educational visit.</p>						