

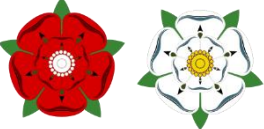
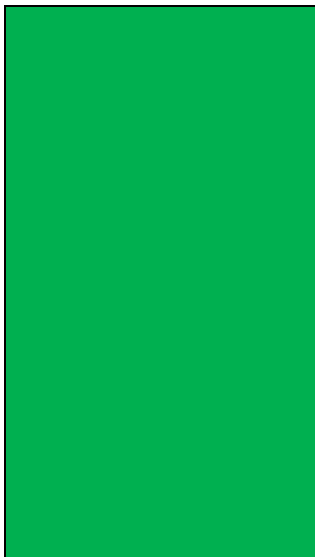
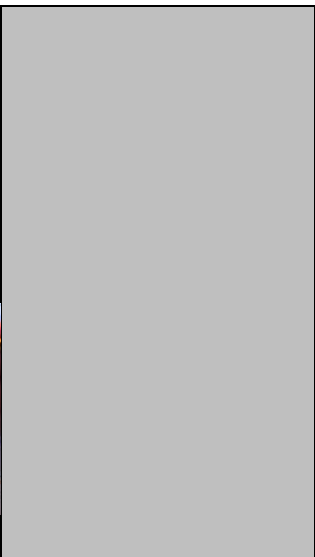


### Class 4 Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>History</b>	<p><b>Big Question:</b> How did people in the Stone Age live, and what tools and techniques did they use to survive and thrive in a world without modern technology?</p> <p style="text-align: center;">Stone Age</p> <p style="text-align: center;">NC: Changes in Britain from the Stone Age to the Iron Age</p> 		<p><b>Big Question:</b> What was life like for the Anglo-Saxons, and how did their beliefs, customs, and inventions shape their communities and influence future generations?</p> <p style="text-align: center;">Anglo Saxons, the Scots and the Vikings</p> <p style="text-align: center;">NC: Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> 		<p><b>Big Question:</b> What was the War of the Roses, and how did it shape the history and royal families of England?</p> <p style="text-align: center;">The War of the Roses</p> <p style="text-align: center;">NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> 	
<b>Geography</b>		<p><b>Big Question:</b> How can we use maps and grid references to navigate and find our way around, and what important skills can we learn from understanding maps?</p> <p style="text-align: center;">Spatial Sense A</p> <p style="text-align: center;">NC:</p>		<p><b>Big Question:</b> What makes the South West of England unique, and what natural wonders, historical sites can we explore in this region?</p> <p style="text-align: center;">The South West of England</p> <p style="text-align: center;">NC: Name and locate counties and cities of the United Kingdom, geographical regions and</p>		<p><b>Big Question:</b> How do rivers form, and what are the different ways in which rivers are important to people, animals, and the environment?</p> <p style="text-align: center;">Rivers</p> <p style="text-align: center;">NC:</p>



Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
 Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  
 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America



their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time



Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



**Science**

**Big Question:** How do our bones and muscles work together to help us move, stay strong, and support our bodies?

**The Human Body**

NC:  
 Animals Including Humans  
 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  
 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.



**Big Question:** What are plants, and how do they grow, make food, and contribute to the environment and our lives?

**Plants**

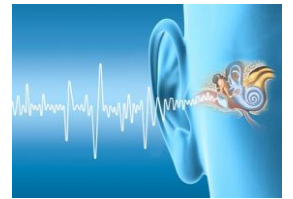
NC:  
 Plants  
 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  
 Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
 Investigate the way in which water is transported within plants



**Big Question:** How is sound made, and how does it travel through different materials and reach our ears, allowing us to hear the world around us?

**Sound**

NC:  
 Sound  
 Identify how sounds are made, associating some of them with something vibrating  
 Recognise that vibrations from sounds travel through a medium to the ear  
 Find patterns between the pitch of a sound and features of the object that produced it  
 Find patterns between the volume of a sound and the strength of the vibrations that produced it



**Big Question:** What is electricity, and how can we create simple circuits to make light bulbs or other devices work?

**Electricity**

NC:  
 Electricity  
 Identify common appliances that run on electricity  
 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  
 Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  
 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  
 Recognise some common conductors and insulators, and associate metals with being good conductors
















**Big Question:** How do forces and magnets work, and what can we learn from exploring their effects on objects?

**Forces and Magnets**

NC:  
 Forces and Magnets  
 Compare how things move on different surfaces  
 Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  
 Observe how magnets attract or repel each other and attract some materials and not others  
 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
 Describe magnets as having 2 poles  
 Predict whether 2 magnets will attract or repel each other, depending on which poles are facing



<p><b>Art</b></p>	<p><b>Big Question:</b> What is Banksy's 'Peckham Rock,' and how is the work of Banksy similar to cave art?</p> <p><b>Topic: Stone Age</b> <b>Artist: Banksy</b> Area: Painting, Drawing Sketchbooks and Knowledge Movement: Street Art</p>  <p>Artwork: Peckham Rock (With a focus on Nottingham's Hoola Hooping Girl and Lascaux cave paintings in France) 2005</p>		<p><b>Big Question:</b> What can we learn from the Anglo-Saxon Hoard, and how does it provide insights into the art, culture, and history of the Anglo-Saxon people?</p> <p><b>Topic: Anglo Saxons</b> Artist: Anglo Saxon- Staffordshire Hoard Area: 3D Clay Sketchbooks and Knowledge</p>  <p>Artwork: Staffordshire Hoard Items 650-675 AD</p>		<p><b>Big Question:</b> How did Monet capture the beauty of water lilies in his paintings, and how did art play a role in expressing emotions and experiences during times of war?</p> <p><b>Topic: War of the Roses</b> Artist: Monet Area: Painting, Sketchbooks and Knowledge</p> <p>Area: Sketchbooks and painting</p>  <p>Artwork: Waterlilies 1919</p>	
<p><b>Design and Technology</b></p> 		<p>Big Question: How can we use our creativity and inspiration from the city of San Francisco to design and make a unique cushion that reflects its iconic landmarks and culture?</p>  <p>Textiles 2D to 3D Product: To Design and Make a Cushion Inspired by San Francisco</p>		<p>Big Question: How can we make delicious scones that are healthier by adapting the recipe and using healthier toppings?</p>  <p>Food: Healthy and Varied Diet Product: Make Scones, Adapting the Recipe to Make Them Healthier and Using Healthier Toppings.</p>		<p>Big Question: How can we use our creativity and problem-solving skills to design and make a bridge that can safely and effectively cross a river?</p>  <p>Structures: Frame Structures Design and Make a Bridge to Cross a River Bridge</p>
<p><b>Personal, Social, Emotional and Health Education (PSHE)</b></p>	<p>Beginning and Belonging</p>	<p>Anti-Bullying</p>	<p>Local Priority to address local Safeguarding Issues</p>	<p>Financial Capability</p>	<p>Relationships and Sex Education</p>	<p>Local Priority to address local Safeguarding Issues</p>

					(Taught in age appropriate year groups)	
	Under Development	Under Development	Under Development	Under Development	Under Development	Under Development
	Programming A - Sequencing sounds	Programming B - Events and actions in programs	Programming A – Repetition in shapes	Programming B – Repetition in games	Programming A – Selection in physical computing	Programming B – Selection in quizzes
	<b>Hinduism</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu?	<b>Christianity</b> Has Christmas lost its true meaning?	<b>Sikhism</b> Does joining the Khalsa make a person a better Sikh?	<b>Christianity</b> Do people need to go to church to show they are Christians?	<b>Sikhism</b> What is the best way for a Sikh to show commitment to God?	<b>Christianity</b> What does the story of the lost sheep mean?
	Football Tag Rugby Gymnastics  Year 5: Swimming	Football Tag Rugby Gymnastics  Year 5: Swimming	Dance Hockey Basketball  Year 5: Swimming	Dance Hockey Basketball  Year 5: Swimming	Cricket Athletics Rounders  Year 5: Swimming	Cricket Athletics Rounders  Year 5: Swimming
	Greetings Instructions Numbers Days months seasons Dates	Birthday Age Halloween Christmas	Epiphany Snowman story Pets	Prepositions Bedroom furniture Pets April fool's day Easter	Rooms in a house Goldilocks	Sports