



2019-2020 Curriculum Map

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>The Anglo-Saxons</u> 	<u>J.K.Rowling</u> 	<u>Around the world with volcanoes</u> 
<u>Curriculum coverage</u> <u>Science</u> • 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	<u>Curriculum coverage</u> <u>Science</u> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object	<u>Curriculum coverage</u> <u>Science</u> • We will look at water sources and identify the part played by evaporation and condensation in the water cycle. • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- 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.
- 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.
- We will learn that living things can be grouped in a variety of ways and recognise that environments can change and this can sometimes pose dangers to living things.
- We will be looking at primitive food chains and the differences from now.

Art

- We will seek to improve our mastery of art and design techniques using cave paintings as our source of inspiration.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

- find patterns in the way that the size of shadows change.
- We will be making sundials to recognise that shadows are formed when the light from a light source is blocked by a solid object.
- compare how things move on different surfaces
- notice that some forces need contact between two 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 two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Art

- We will create a sketch book to record our observations and use them to review and revisit ideas.

Design and technology

- 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.

- temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
 - 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
 - recognise that sounds get fainter as the distance from the sound source increases.
 - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 - describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Art

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Design and technology

- We will use research and develop design criteria to inform the design of tools from the dark ages.

Computing

- We will use search technologies effectively appreciating how results are selected and ranked.
- Use Google classroom to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography

- name and locate counties and cities of the United Kingdom
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Computing

- We will generate, develop, model and communicate our ideas through discussion, prototypes and computer aided design.
- We will use logical reasoning and as with simple algorithms seek to debug to detect and correct errors or misconceptions.
- We will use Chromebooks and Google Classroom to use code to help our understanding of the digital world.

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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

History

- the first railways, a significant turning point in British history.
- The local clay industry and how this shaped Cornwall.

French

- describe people, places, things and actions orally* and in writing
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Design and technology

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Geography

- We will locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- We will identify the significance and position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and time zones.
- 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

History

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

French

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

P.E.

- play hockey and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Music

- listen with attention to detail and recall sounds with increasing aural memory

P.E.

- perform dances using a range of movement patterns
- use running, jumping, throwing and catching in isolation and in combination
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

country, and a region within North or South America.

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

History

- The Mayan civilization, where did they go?

French

- listen attentively to spoken language and show understanding by joining in and responding
- present ideas and information orally to a range of audiences*

P.E.

- play rounders and tennis and apply basic principles suitable for attacking and defending

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

