

# Foxes Curriculum Overview Summary 2022-23

(The following summary overview identifies key areas of learning, and does not represent all objectives and is subject to review over the year)

Autumn 1 - Roman Britain				
<p><b>Maths</b>            Number: Place Value            Number: Addition &amp; Subtraction            Number: Multiplication &amp; Division</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b>English</b>            Core Text: Journal of Iliona  <u>Supporting Class Texts Fiction:</u>            Revolt against the Romans            Escape from Pompeii            Sleeping Sword - Michael Morpurgo            Roman Britain (Usborne History of Britain) - Ruth Brocklehurst            The Romans (Britain in the Past) - Moira Butterfield            - Claire Llewellyn            Roman Britain (Usborne History of Britain) - Ruth Brocklehurst            Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</p>	<p><b>Science</b>  <u>Y4 - Electricity (Autumn 1)</u>            Identify the following things in a circuit: <i>Cell, wire, bulb, switch, buzzer, lamp.</i>            Know a circuit with everything in a single loop is a <i>series</i> circuit.            Know most metals are good <i>conductors</i>. Name some insulators            Know an open switch stops the electricity and a closed switch lets it flow.            Know there must be a complete loop for electricity to flow.</p>	<p><b>P.E</b>            Basketball            Gymnastics</p> <p><b>RE</b> - Following God            Understanding Christianity:            What is it like for Christians to follow God?  <b>Harvest Festival</b></p> <p><b>Value Focus: Thankfulness</b></p>	<p><b>DT - Food</b>            Produce a plan and explain it to others.            Plan the appearance of the food break eggs cleanly  <b>measure accurately with scales - and ml with measuring jug</b>            * Ingredients now can be fresh, pre-cooked or processed; Roman food was usually fresh but honey could be stored            * Food preservation now - no more than 3 days in fridge for fresh or cooked food</p>
<p><b>DT - Food</b>            Produce a plan and explain it to others.            Plan the appearance of the food break eggs cleanly            measure accurately with scales - and ml with measuring jug            * Ingredients now can be fresh, pre-cooked or processed; Roman food was usually fresh but honey could be stored            * Food preservation now - no more than 3 days in fridge for fresh or cooked food</p>	<p><b>PSHE</b>            Understand that everyone has human rights and the Rights of the Child            Know we are part of local, national and global communities            Know about who works with the local Community            Know that democracy means having a say in who the leaders are            Recognise their worth by identifying positive things            Know that mental health is part of physical health            Understand that people can get help for mental health just like physical health            Understand the benefits of physical exercise and the outdoors on mental health</p>	<p><b>French</b>            Theme: People and Animals (Les Animaux)</p> <p><b>Music</b>            Ukelele (Dorset Music Service)</p>	<p><b>Art and Design</b> - Tessellation and Coil Pots (over the whole term)            To use a sketchbook to test materials and techniques            To use a sketchbook to reflect and make links between ideas and outcomes            To express likes and dislikes through annotations            To evaluate during the process of making            To learn techniques for adding texture e.g. hatching, cross hatching.            To vary the pressure applied to a pencil to create different tones            Painting:            To paint on different surfaces, including 3D To use coil technique</p>	<p><b>History - Romans (over the whole term)</b>            They invaded many countries but once conquered countries were at peace.            They invaded Britain twice – They were builders and engineers and they built roads            Identify similarities and differences between two periods of history summarise evidence about why an individual in the past acted the way they did            Suggest useful sources of evidence to help answer questions.            Compare accounts of events from two different sources and say why they might be different considering fact or possible fiction.</p>

## Autumn 2 - Roman Britain

<p><b>Maths</b>          Number: Place Value          Number: Addition &amp; Subtraction          Number: Multiplication &amp; Division</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b>English</b>          Core Text: Journal of Iliona  <u>Supporting Class Texts Fiction:</u>          Revolt against the Romans          Escape from Pompeii          Sleeping Sword - Michael Morpurgo          Roman Britain (Usborne History of Britain) - Ruth Brocklehurst          The Romans (Britain in the Past) - Moira Butterfield</p> <p>Boudica: Band 15/Emerald (Collins Big Cat) Paperback – Illustrated, 1 Sept. 2016          - Claire Llewellyn          Roman Britain (Usborne History of Britain) - Ruth Brocklehurst</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><b>Science</b>  <u>Light</u>          Know <i>darkness</i> is the absence of <i>light</i>          Know they must not look at the sun directly - light from the sun can be dangerous          Realise that light is <i>reflected</i> from surfaces          Know we get <i>shadows</i> when light is blocked by an <i>opaque</i> object.          Know that sizes of shadows change, and identify patterns</p>	<p><b>P.E</b>  <u>Gymnastics</u></p> <p><u>Football</u> (AFC Bournemouth)</p> <hr/> <p><u>RE</u> - Incarnation</p> <p><b>Christmas</b></p> <p><b>Value Focus: Trust</b></p>	<p><b>PSHE</b> Don't Forget to Let Love In!          Learning how important, valued and loved we are          Understand how actions can affect ourselves and others          Recognise their worth by identifying positive things          I can identify some ways that I most feel love.          I can highlight five things about my body that I am grateful for.          I can explain I am grateful.          I understand that love sometimes looks like stopping the spread of bacteria.          I can suggest some ways that bacteria spreads.          I can recall examples of kind words or actions from the week.  <i>Please note that PSHE is supplemented by the Heartsmart resource.</i></p>
<p><b>Computing</b></p> <p><u>Information Technology</u>          Know that information about themselves online can be created, copied or shared by others          Know that others online can pretend to be them or other people, including friends          Evaluate digital content for credibility</p>	<p><b>History - Romans (over the whole term)</b>          They invaded many countries but once conquered countries were at peace.          They invaded Britain twice –          They were builders and engineers and they built roads          Identify similarities and differences between two periods of history summarise evidence about why an individual in the past acted the way they did          Suggest useful sources of evidence to help answer questions.          Compare accounts of events from two different sources and say why they might be different considering fact or possible fiction.</p>	<p><b>French</b> - continued</p> <p>Theme: People and Animals (Les Animaux)</p> <hr/> <p><b>Music</b> - continued</p> <p>Ukelele (Dorset Music Service)</p>	<p><b>Art and Design</b> - Tessellation and Coil Pots (over the whole term)          To use a sketchbook to test materials and techniques          To use a sketchbook to reflect and make links between ideas and outcomes          To express likes and dislikes through annotations          To evaluate during the process of making          To learn techniques for adding texture e.g. hatching, cross hatching.          To vary the pressure applied to a pencil to create different tones          Painting:          To paint on different surfaces, including 3D To use coil technique</p>	<p><b>Geography</b> - Settlements          know a settlement is where people live          know hamlets, villages, towns and cities are all settlements          know hamlets are very small, just a few houses; know villages are bigger and often have shops or schools          know that a capital city is usually where a government has its central meeting place          identify the evidence that will be needed to answer a geographical question          use four-figure grid references.          find information on a thematic map          follow a route on a large scale map          compare OS maps and aerial/ oblique photos</p>

## Spring 1 - Biomes

<p><b><u>Maths</u></b>          Number: Place Value          Number: Addition &amp; Subtraction          Number: Multiplication &amp; Division</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b><u>English</u></b>          Core Text: Running Wild by Michael Morpurgo  <u>Supporting Class Texts</u>          The Wolves of Currumpaw By William Grill          'The Great Kapok Tree' By Lynne Cherry          'The Shaman's Apprentice' By Lynne Cherry          'Little brown bushrat' By Georgina Ripper          'Dougal the deep sea diver' By Simon Bartram (UKS1)          'Meerkat mail' By Emily Gravett (LKS2)          The Incredible Ecosystems of Planet Earth - Rachel Ignotofsky  <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><b><u>Science</u></b> - Sound          Know sounds are made by something <i>vibrating</i>          Know that sounds travel through something to get to our ears          Know the <i>pitch</i> of the sound depends on the thing producing it          Know the faster the vibration the higher the pitch          Know the <i>volume</i> of a sound depends on the strength of the vibration producing it          Know that sounds get fainter the further away they are</p>	<p><b><u>P.E</u></b> -   <u>Dance</u>   <u>Hockey</u></p> <p><b><u>RE - Islam</u></b>          How does a Muslim show their submission and obedience to Allah?</p> <p><b>Value Focus: Perseverance</b></p>	<p><b><u>PSHE</u></b> -          Learning the importance of others and how to love them well          Know about some things that makes a healthy friendship          Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded.          Know the importance of permission-seeking and giving, in relationships with friends, peers and adults.          Know that unacceptable physical contact is not the victim's fault know that personal hygiene is important          Understand how actions can affect ourselves and others          Know principles of permission apply online as well as face-to-face</p>
<p><b><u>Computing</u></b>          Make improvements to digital solutions based on feedback          Create linked content using a range of software.          Understand the function, features and layout of a search engine.          Take a series of pictures to form an animation          Move items within an animation to create movement on playback.          Save images at stages to compare work and talk about changes.</p>	<p><b><u>French - Theme: Birthdays (Les Anniversaires)</u></b></p> <p><b><u>Music</u></b> -          Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.          Through the year, capture and record creative ideas using any of;          - rhythm notation and time signatures          Arrange individual notation cards of known note values (ie minim, crotchet, crotchet rest and paired <b>quavers</b>) to create sequences of 2, 3 or 4 beat phrases, arranged into bars.</p>	<p><b><u>Art</u></b>  <u>Fauvist style rainforest and desert scenes. - include plants</u>          Matisse, Hava &amp; Rousseau.          Fauvism – know artists used bold colour in portrait and landscape for a big impact          Identify similarities and difference in a range of artworks          show the relative difference in size of objects          use washes to layer colour          To design and print an interlocking pattern using tessellation          select appropriate media to create intended effect  <u>Jackson Pollock</u>: splatter paintings- volcanoes</p>	<p><b><u>Geography</u></b> - Biomes (over the whole term)          find Arctic/Arctic circle, Antarctic/Antarctic circle on a globe          find the Sahara on a globe and world map          find US and Canada on world map and globe          find Nile and Amazon on a world map and the Stour on a Dorset map          Find N. and S. Hemispheres on a globe          know the Nile and Amazon are longest rivers in the world          know River Severn and River Thames are longest rivers in UK          know the largest deserts are Antarctic, Arctic and Sahara          know a climate is a description of how wet, hot or windy an area is          know biomes are areas with similar climates, soil quality, animals and plants          understand a desert is a biome with very little rain so little grows          know a desert can be hot like the Sahara or cold like the Arctic          Know the water cycle          understand a river is moving water that flows from its source down to a bigger mass of water          identify the evidence that will be needed to answer a geographical question</p>	

## Spring 2 - Habitats & Environment

<p><b>Maths</b>          Number: Multiplication &amp; Division          Time          Statistics/Data Handling          Fractions/Decimals</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b>English</b>          Core Text: Running Wild by Michael Morpurgo  <u>Supporting Class Texts</u>          Little Brown Bushrat          Dougal's Deep Sea Diary          Meerkat Mail          Ben's Magic Telescope          The Magic Bed by John Burningham          The Great Kapok Tree by Lynne Cherry          If You're Not From The Prairie - David Bouchard          "If you're not from the prairie" - poetry  <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><b>Science - Habitats &amp; Environment</b>          Know what distinguishes plants as a group from animals (make own food from sunlight, usually do not move around)          Understand a food chain starts with the sun, then a plant, then an animal, usually herbivore then carnivores.          Use terms <i>predator, prey, producer</i>.          Follow a key to identify animals and plants          Understand that plants and animals can be affected if the <i>environment</i> changes.</p>	<p><u>P.E -</u>   <u>Yoga</u>    <u>Rounders</u>    <u>RE -</u>          The RE curriculum is under review           Easter           Value Focus: Justice</p>	<p><b>PSHE -</b>          Know how to maintain good friendships          Recognise all forms of Bullying          Recognise dares Know that resorting to violence is never right.          Judge whether physical contact is acceptable or unacceptable          Know how to respond to unacceptable physical contact          understand that relationships in the family are developed by spending time together and sharing each others lives          understand stable caring relationships are important for children's security          growing up</p>
<p><u>Computing -</u>  <i>Viewpoint, 2D, Net, Points</i>          Design a 3D model using ICT to meet a specific goal          Evaluate and improve finished designs.</p>	<p><b>French -Home (Chez Moi)</b></p> <p><u>Music -</u>          The music curriculum is under review</p>	<p><u>DT -</u> Making a stuffed toy          Design: discuss class prototype in order to adapt design          Design: decide which materials to use          Design: design a template, given examples.          leave seam allowance when creating a template          apply a range of finishing techniques          shape textiles with accuracy follow a step by step plan          use own template/paper pattern          Cut fabric accurately</p>	<p><b>Geography - Biomes (over the whole term)</b>          find Arctic/Arctic circle, Antarctic/Antarctic circle on a globe          find the Sahara on a globe and world map          find US and Canada on world map and globe          find Nile and Amazon on a world map and the Stour on a Dorset map          Find N. and S. Hemispheres on a globe          know the Nile and Amazon are longest rivers in the world          know River Severn and River Thames are longest rivers in UK          know the largest deserts are Antarctic, Arctic and Sahara          know a climate is a description of how wet, hot or windy an area is          know biomes are areas with similar climates, soil quality, animals and plants          understand a desert is a biome with very little rain so little grows          know a desert can be hot like the Sahara or cold like the Arctic          Know the water cycle          understand a river is moving water that flows from its source down to a bigger mass of water          identify the evidence that will be needed to answer a geographical question</p>	

## Summer 1 - Ancient Egyptians

<p><b>Maths</b>          Measurement: Length          Measurement: Mass &amp; Capacity &amp; Volume          Measurement: Money          Properties of Shape: Angles &amp; Lines          Perimeter</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b>English</b>          Core Text: The secrets of a Sun King by Emma Carroll (over the whole term)</p> <p><u>Supporting Class Texts</u>          Muti's Necklace: The Oldest Story in the World by Louise Hawes          The Scarab's Secret by Nick Would.          The Time Slip Scarab</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><b>Science</b>          Identify whether a material is a <i>solid</i>, a <i>liquid</i> or a <i>gas</i>          Know how particles are arranged in solids, liquids and gases.          Know that materials can <i>change state</i> when heated or cooled          Know that water changes state at about 0°C and 100°C          Know that <i>evaporation</i> is different from <i>boiling</i>          Know evaporation is more rapid at higher temperatures.          Know that water evaporates, then <i>condenses</i> to fall as rain          Draw a diagram of the <i>water cycle</i>          Use thermometers and data loggers.</p>	<p><b>P.E - Athletics</b></p> <p><u>Tennis</u></p> <hr/> <p><b>RE -</b>          The RE curriculum is under review</p> <p>Value Focus: Service</p>	<p><b>PSHE</b>          know that we live in a democratic society          know that leaders are elected          understand what a political party is          know that at 18 you have a right to vote for party to lead the government          know what a stereotype is          know how a stereotype can be unfair, negative and destructive          Identify a range of jobs and careers with the skills the jobs need          Understand what a bank or building society account is for          Understand that money can be transferred electronically between accounts</p>
<p><b>Computing -</b>          Evaluate programs and applying modifications for improvement          writes a program for a specific purpose, incorporating features such as inputs, repetition and procedures          Identify and debug errors in their own and others code.          Use timers to achieve repetition effects          use a sensor to detect a change which can select an action</p>	<p><b>French - Clothes (Les Vêtements)</b></p> <p><b>Music -</b>          The music curriculum is under review</p>	<p><b>Art and Design</b>          This curriculum area is under review for the summer term.</p>	<p><b>History - Ancient Egypt</b>          Place events within a period studied on a timeline, including dates and terms related.          Understand the timeline can be divided into BC and AD          importance of Nile for stable society - water, food, transport          there was rich soil brought down when it flooded          having a stable society meant growth of writing, medicines, building possible.          they built pyramids          about life and death of Pharaohs: why gods are so important          other Egyptian inventions  <u>Person within living memory</u>          Mo Salah  <u>Person beyond living memory</u>          Howard Carter          Cleopatra          Tutankhamun          William John Banks          Giovanni Belzoni</p>	

## Summer 2 - Rivers

<p><b><u>Maths</u></b>          Measurement: Length          Measurement: Mass &amp; Capacity &amp; Volume          Measurement: Money          Properties of Shape: Angles &amp; Lines          Perimeter</p> <p><i>Each of the mathematical areas provides opportunities for skills development, problem solving and the development of reasoning skills. Key skills are practised throughout the year to help embed to the long term memory.</i></p>	<p><b><u>English</u></b>          Core Text: The secrets of a Sun King by Emma Carroll (continued)</p> <p><b><u>Supporting Class Texts</u></b>          Muti's Necklace: The Oldest Story in the World by Louise Hawes          The Scarab's Secret by Nick Would.          The Time Slip Scarab</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><b><u>DT - A light-up name sign</u></b></p> <p>Say how realistic the plan is.          make drawings from different views          labelling specific features          use computers to show a design          (2Design 3D – Purple mash) shape materials with accuracy follow a step by step plan          use a simple circuit in product, with components          use computer program to control LEDs</p>	<p><b><u>P.E</u></b>          A consolidation of skills from throughout the year</p>	<p><b><u>PSHE</u></b>          Set a personal goal          Know how the spread of infection can be prevented          know how to maintain good oral hygiene          know basic first aid          Know about keeping safe in the local environment</p>
<p><b><u>History - Ancient Egypt</u></b>          place events within a period studied on a timeline, including dates and terms related.          understand the timeline can be divided into BC and AD          importance of Nile for stable society - water, food, transport          there was rich soil brought down when it flooded          know that having a stable society meant growth of writing, medicines and building possible.          they built pyramids          about life and death of Pharaohs: why gods are so important          other Egyptian inventions</p> <p><b><u>Person within living memory</u></b>          Mo Salah</p> <p><b><u>Person beyond living memory</u></b>          Howard Carter          Cleopatra          Tutankhamun          William John Bankes          Giovanni Belzoni</p>			<p><b><u>RE -</u></b>          The RE curriculum is under review</p> <p>Value Focus: Truthfulness</p>	<p><b><u>Geography - Rivers</u></b>          find the River Thames and the River Severn on a map of England          find Egypt on a world map          understand water (river or sea) can erode the land          understand how coast and river have changed over time in UK          know Cairo is the capital of Egypt          know the Nile flows through many countries including Egypt          know the Stour flows from Stourhead to the sea at Hengistbury head          compare river lengths Nile, Amazon, Thames, Severn          know the Sahara covers many countries including Egypt          use four-figure grid references.          find information on a thematic map          follow a route on a large scale map          compare OS maps and aerial/ oblique photos</p>

