

Foxes Curriculum Overview Summary 2023-24

(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 - Stones and Bones				
<p>Maths Number: Place Value Number: Addition & Subtraction Number: Multiplication & 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>English Core Texts: Stone Age Boy - Satoshi Kitamura Stig of the Dump - Clive King <u>Supporting Class Texts Fiction:</u> The Variety of Life-Nicola Davies & Lorna Scobie Book of Bones: 10 Record-Breaking Animals The Big Book of Beasts Stone Age Bone Age (narrative & non-fiction) The Secrets of Stonehenge The Stone Age: Hunters, Gatherers and Woolly Mammoths (comic style) <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science Animals: Know that animals, including humans, cannot make their own food. Know they need to eat the right types and amount of food. Know that different animals eat different sorts of food. Know humans and some other animals have <i>skeletons</i> to protect and support them. Know humans have <i>muscles</i> for movement Record <i>data</i> in tables, <i>bar charts</i>, and diagrams. Y4 Record data in tables, bar charts, <i>keys, graphs</i> and diagrams, starting to choose the best way to record it.</p>	<p>P.E Indoor Fundamentals Ball Skills</p> <p>RE - Creation Harvest Festival</p> <p>Value Focus: Generosity</p>	<p>Geography Find Arctic/Arctic circle and Antarctic/Antarctic circle on a globe. Find the Sahara on a globe and world map. Know a climate is a description of how wet, hot or windy an area is. Know a settlement is where people live. Find the continents on a World Map Find Russia, Spain, Madrid, Greece, Italy on a map of Europe Use the eight points of a compass Uses 2 figure grid reference Use map sites on internet Use junior atlases Use four-figure grid references</p>
<p>Computing ESafety Know specific times when identity can be changed online Can explain the difference between bullying and cyber-bullying Know why spending too much time using technology can have a negative impact Only share information with people they can trust Know more than one way to report unacceptable content and contact</p>	<p>Music Singing: Sing a range of unison songs of varying styles and structures with a pitch range of do - so, tunefully and with expression, performing forte (loud) and piano (soft). Walk, move or clap to a steady beat with others, changing speed as the tempo changes.</p> <p>PSHE Understand everyone is equal Know about the importance of keeping personal boundaries Know about their responsibilities, rights and duties Know about the ways in which rules and laws keep people safe</p>	<p>French Listens and identifies specific words in songs and rhymes and demonstrate understanding Y4 Listens and identifies specific phrases in songs and rhymes and demonstrate understanding Listens and repeat words using correct pronunciation. Y4 Listens and repeat modelled phrases using correct pronunciation shows understanding of single words through physical response. Y4 Shows understanding of phrases words through physical response</p>	<p>Art and Design Cave Paintings: Draw human body from observationY4: Drawing: show the relative difference in size of objects Compare/evaluate the effect of different materials Y4: Select appropriate media to create intended effect Use other materials for painting e.g. juices and dyes <i>Splashing</i></p>	<p>History Know there were four different types of humans in stone age Know what hunter gatherers were Know early humans lived in caves, later simple wood shelters Know that they had to look for food and protect themselves from wild animals. Use a range of sources of evidence eg to give evidence, identifying which is most useful. Describe how different types of evidence tell us different things . Know that early humans used stone tools, then tin, copper. Stonehenge was built in the stone age to bronze age</p>

Autumn 2 - The Brilliant Bronze Age!

<p>Maths Number: Place Value Number: Addition & Subtraction Number: Multiplication & 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>English Core: Stig of the Dump continued - Satoshi Kitamura The Boy with the Bronze Axe (chapter extracts)-Kathleen Fidler <u>Supporting Class Texts:</u> The History Detective Investigates: Stone Age to Iron Age Prehistoric Adventures Hillforts Jesus' Christmas Party (Playscript adaptation) <i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science <u>Animals (Y4 topic):</u> <u>Animals</u> Know that adult humans have 32 teeth. Identify teeth – <i>incisors, canines, pre-molars and molars</i>, wisdom teeth. Know what the different teeth do – link to what they eat carnivore/herbivore. Know what damages teeth and how to look after them. Be able to label the different parts of the digestive system</p>	<p>P.E <u>Dance</u></p> <p>Ball Skills - netball</p> <hr/> <p>RE - Incarnation Consider where this fits into the Big Story in the bible, and the trinity</p> <p>Value Focus: Joy</p>	<p>PSHE Don't forget to let the love in! Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help. Respond to how others are feeling Understand the idea of a balanced diet Recognise their worth by identifying positive things Recognise their worth by identifying positive things Understand how actions can affect ourselves and others</p>
<p>Computing <u>Digital images</u> Know how digital images can be manipulated Know how they can be changed for different purposes Know how we can crop and rotate images Know how we can evaluate our learning.</p>	<p>History - <u>Bronze & Iron Age</u> Know that they then discovered bronze. Know bronze is harder, made by mixing tin and copper Know that they later mined iron, which is a harder metal and made tools and weapons better. Know that there was then more farming and there were larger kingdoms. Start to present information about the past in different ways for different purposes. Identify things in the past that have altered the landscape locally e.g. iron age forts. Local study linked to hillforts and prehistoric sites Compare their own life to children living in past times eg iron age Chronology</p>	<p>French - <u>Numbers 0-20</u> <u>Joyeux Noel (greeting and singing)</u> <u>Days of the Week</u> <u>Speaking and Listening:</u> identifies individual sounds in words and pronounce accurately when modelled shows awareness of accent Y4 shows awareness of accent and begin to pronounce words accordingly</p> <hr/> <p>Music - <u>Composing - improvising:</u> Combine known rhythmic notation with letter names to create rising and falling phrases, using just three notes Learn to play tuned percussion or a melodic instrument such as violin or recorder. Use dot notation</p>	<p>Design and Technology <u>Christmas decoration</u> Textile design with embroidery Mark out and cut materials/ textiles with accuracy. Thread a smaller needle and knot thread. Use ways of embellishing fabric, e.g. sewing on a button for decoration, sewing on sequins adding chain stitch deconstruct example and reconstruct Produce a plan and explain it to others Say how realistic the plan is</p>	<p>Geography - Hills: Know Dorset has hills not mountains eg Badbury rings - link to history Know the Badbury Rings hill is about 100m tall, but Mont Blanc is nearly 5000 m tall Know hills like Badbury Rings and mountains like Mont Blanc are usually made of harder rocks (link with science - rocks) Know hills in Dorset like Badbury Rings are made of limestone Suggest why early people settled in Badbury Rings Understand that later, people moved down from Badbury rings to the coast and traded with Gaul/France</p>

Spring 1 - Rocks, Relics and Rumbles

<p>Maths Number: Place Value Number: Addition & Subtraction Number: Multiplication & 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>English Core Text: The Iron Man - Ted Hughes <u>Supporting Class Texts</u> Pebble in My Pocket - Meredith Hooper Stone Girl Bone Girl The Street Beneath My Feet Where we live by Dr Brian Knapp A Rock is Lively The Rock Factory: A Story About Rocks & Stones This Little Pebble</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science - <u>Rocks, Fossils & Soils</u> Put rocks into groups eg colour, crumbly, hard, grainy, have crystals, have fossils in them Know fossils are formed when something dies and is buried in rock. Know that soil is a mixture of crumbled rock and dead Observe detail carefully Ask questions about their scientific topics Use both research and tests to try to answer questions, making predictions. Start to identify ways to make a test fair.</p>	<p>P.E - <u>Gymnastics</u> <u>Tag Rugby</u></p> <p>RE - Islam Judaism 'What symbols and stories help Jewish people remember their covenant with God?' Know how keeping a covenant with God is the basis for Jewish living and exploring the festival of Passover.</p> <p>Value Focus: Our School Values seen in the Stories of Jesus.</p>	<p>PSHE - Appreciate difference and diversity (people living in the UK) Understand everyone is equal Understand that people can experience conflicting feelings at the same time. Judge whether physical contact is acceptable or unacceptable Know how to respond to unacceptable physical contact Know that unacceptable physical contact is not the victim's fault Know principles of permission apply online as well as face-to-face Too Much Selfie Isn't Healthy! Understand about resolving differences – agreeing and disagreeing Internet Safety Day</p>
<p>Computing <u>Programming and sequencing</u> Using micro bits Identify that a program includes sequences of commands, combine and order commands in a program Explain that programs start because of an input. Identify that a program includes sequences of commands Build a sequence of commands</p>	<p>French - Names of colours Express our likes and dislikes Describe objects Listen and repeat words using correct pronunciation.</p> <p>Music - Listening, singing and composing music. Identify structural elements, repeating rhythms/melody and changing mood Compose an accompaniment for a song using untuned percussion Use dot notation to show higher or lower pitch and introduce Understand the difference between crotchets and paired quavers.</p>	<p>Art <u>Edward Lear</u> - fossil drawings Draw in small/large scale Sketch with very light pressure using a pencil. Y4 Drawing: vary the pressure applied to a pencil to create different tones Y4: Drawing: learn techniques for adding texture e.g. hatching, cross hatching.</p> <p><i>Hatch, cross hatch</i></p>	<p>Geography - Find Dorset on a UK map Find Hampshire, Somerset, Wiltshire, Devon on a UK/England map Find Bournemouth, Wareham, Blandford and Dorchester on a map of Dorset Know the Stour flows from Stourhead to the sea at Hengistbury Head. Recognises the meaning of basic map symbols Y4: *Compare OS maps and aerial/oblique photos. Follow a route on a map eg simple trade route. Y4: *follow a route on a large scale map. Human Geography: Understand a county is a group of towns and the country that surrounds them. Y4: 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 economic activity covers the ways a region makes money. Know trade is buying and selling goods. Y4: Understand that Wimborne is a market town Know a trade route is the route the goods travel.</p>	

Spring 2 -Nurturing Nature

<p>Maths Number: Multiplication & 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>English Core Text: Tin Forest - Helen Ward Tree Lady - Joseph Hopkins and Jill McElmurry <u>Supporting Class Texts</u> “River Story” - Meredith Hooper & Bee Willey (recounts the journey of a river from its beginnings in the mountains all the way to the sea) The Dandelion Seed Botanicum The Tale of Three Trees</p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science - Plants: Know role of roots, stem, leaves and flower Know plants need air, light, water, nutrients from soil, and room to grow. Investigation: How water is transported in plants. Understand pollination leads to seed formation then seed dispersal <u>Working Scientifically:</u> Revisit: Observe detail carefully Use different methods to answer questions, including research, observation and experiments. Suggest how an investigation could have been improved. Record <i>data</i> in tables, <i>bar charts</i>, and diagrams.</p>	<p><u>P.E - Fitness</u></p> <p><u>Cricket</u></p> <p><u>RE -</u> The RE curriculum is under review</p> <p>Easter</p>	<p>Music - The music curriculum for spring 2 is under review</p>
<p>Computing -Information Technology Collect, analyse, evaluate and present data and information using software Sort objects using just ‘yes’ or ‘no’. Complete a branching database Carry out simple searches to retrieve digital content Know which software is most appropriate for a given task Y4: Make improvements to digital solutions based on feedback. Create linked content using a range of software. Create linked content using a range of software</p>	<p>French - Writing phrases Match English and French words by meaning. Writes phrases to describe people, places, things and actions using a model Y4 writes simple sentences describes people, places, things and actions using a scaffold <u>Core Language</u> <u>Phrases of greeting/celebration:</u> <i>Bon anniversaire</i> <u>Vocabulary for sentence building:</u> <i>Voici, et, un renne, un chat, un chien, un sapin</i></p>	<p>Art and Design -Plant sculpture Barbara Hepworth Explain how a piece of art makes them feel Know that art may create different opinions and emotions in different people Model from direct close observation Uses the appropriate modelling tool to carve intended detail in clay Use coil technique to make a pot Finish work using glaze, paint, polish <i>Scratching</i> <i>glaze, coil</i></p>	<p><u>PSHE -</u> <i>(Money management lessons:)</i> Understand budgeting is planning ahead what money you will need Understand what saving up money is Y4: Understand that relationships in the family are developed by spending time together and sharing each other's lives Recognise dares, know that resorting to violence is never right. Know how to respond to unacceptable physical contact Know about feeling negative pressure and how to manage this Know about what is meant by ‘stereotypes’ Y4: Understand stable caring relationships are important for children’s security growing up Recognise all forms of bullying Judge whether physical contact is acceptable or unacceptable Know principles of permission apply online as well as face-to-face</p>	

Summer 1 - Majestic Mountains

<p>Maths Measurement: Length Measurement: Mass & Capacity & Volume Measurement: Money Properties of Shape: Angles & 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>English Core Text: Himalayan Mountains - Simon Chapman Mountains of the World: 1 <u>Supporting Class Texts</u></p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p>Science - Plants (continued) Know role of roots, stem, leaves and flower Know plants need air, light, water, nutrients from soil, and room to grow. Investigation: How water is transported in plants. Understand pollination leads to seed formation then seed dispersal Working Scientifically: Revisit: Observe detail carefully Use different methods to answer questions, including research, observation and experiments. Suggest how an investigation could have been improved. Record <i>data</i> in tables, <i>bar charts</i>, and diagrams.</p>	<p>P.E - Athletics</p> <p>Tennis</p> <hr/> <p>RE - The RE curriculum is under review</p> <p>Value Focus:</p>	<p>PSHE Know that advertising can influence their choices about food Know about the importance of keeping personal boundaries Know about the right to privacy Appreciate difference and diversity Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help. 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 how a stereotype can be unfair, negative and destructive</p>
<p><u>Computing - Computer Science</u> Use logical reasoning to explain what will happen next Solve problems by decomposing them into smaller parts Use and edit a program to achieve a specific outcome Predict how a change in a sequence may impact on the outcome of a program Explain what a variable is in programming Recognise the main component parts of hardware which allow computers to join and form a basic network</p>	<p>French - Classroom objects and actions Names objects and actions Describes an object using adjectives to a partner Position of colour adjectives Use picture clues to predict the meaning of new words. Music - <u>Composing - improvising:</u> Use skills from the previous terms to compose in response to different stimuli eg stories, verse, images (paintings and photographs) and musical scores. <u>Performing:</u> Improve facility to play tuned percussion or a melodic instrument following staff notation using a small range (eg do - mi) as a whole class or small group</p>	<p><u>Art and Design</u> Landscape Painting/Collage Hokusai - Japanese artist Revisit: Use more or less water/paint to create different intensity for shades Paint in large scale Y4: Painting: change tone by adding grey Y4 Painting: use washes to layer colour Y4 Painting: paint on different surfaces, including 3D.e.g clay, papier mache <i>Wash, layering</i> Choose collage materials according to qualities e.g. colour, texture, warmth to create more detailed artwork.</p>	<p>Geography - Find Mont Blanc on a map of Western Europe. Find Himalayas and Mount Everest on a world map. Know the highest mountain is Everest and K2 is next highest. Know Mont Blanc is the highest mountain in Europe. Know Ben Nevis is the highest UK mountain. Know Mont Blanc is part of a mountain range called the Alps. Know it is colder on land that is higher up than lower down. Know a mountain is larger than a hill Know a mountain range is a group of mountains joined or close together</p>	<p>Design and Technology Photo Frame (for landscape art produced). Free standing frame must have enough friction not to slip make drawings from different views labelling specific features select appropriate media to create intended effect explain how to improve their original design, using views of others Consider best way of fixing Make a prototype free-standing frame to test strength Measure materials accurately to avoid wastage</p>

Summer 2 - Mighty Metals

<p><u>Maths</u> Measurement: Length Measurement: Mass & Capacity & Volume Measurement: Money Properties of Shape: Angles & 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><u>English</u> Core Text: <u>Supporting Class Texts</u></p> <p><i>Composition skills, vocabulary, grammar and punctuation skills are explored within the relevant text type.</i></p>	<p><u>Science</u> <u>Forces and Magnets</u> Understand that the <i>roughness</i> of a <i>surface</i> affects how things move Know <i>magnetism</i> can act at a distance Know magnets <i>attract</i> and <i>repel</i> each other Know magnets have 2 poles Know magnets attract some materials, e.g. iron, but not others <u>Working Scientifically:</u> Revisit: Ask questions about their scientific topics Revisit: Use tests to try to answer questions, making predictions Revisit: Observe detail carefully Y4: Revisit: Ask questions directly related to their science knowledges</p>	<p><u>P.E</u> <u>Dodgeball</u> <u>Sports Day Practice</u></p> <p><u>RE -</u> The RE curriculum is under review</p> <p>Value Focus:</p> <p><u>French</u> Sending a letter/email to a French school Make contact with French children through teacher led class letters or emails to a partner school Know the similarities and differences between social conventions at home and in France</p>	<p><u>PSHE</u> Know that bullying is being nasty to someone repeatedly on purpose Heart Smart: No way through isn't true Know about the kinds of change including death that happen in life and the feelings associated with this Understand the need for basic first aid Know about feeling negative pressure and how to manage this Knowing there is a way through every situation, no matter how impossible it may seem Set a personal goal know how to maintain good oral hygiene know basic first aid Know about keeping safe in the local environment</p>
<p>Computing <u>Computer Science (continued)</u> Use logical reasoning to explain what will happen next Solve problems by decomposing them into smaller parts Use and edit a program to achieve a specific outcome Predict how a change in a sequence may impact on the outcome of a program Explain what a variable is in programming Recognise the main component parts of hardware which allow computers to join and form a basic network</p>	<p><u>Art and Design</u> <u>George Seurat</u> using dots for effect. Talk about the artist's intention Y4: identify a number of similarities and differences in two or more artworks Know that 'style' in art is the way the artwork looks. Know that art can be interpreted in different ways <i>Dotting</i></p> <p><u>Music - (See Summer 1 - Majestic Mountains)</u></p>	<p><u>Design and Technology (French Food)</u> Healthy, local food Know food can be picked, farmed, home-grown, caught Know healthy food and drink are important for active healthy bodies. Healthy diet= variety/balance of food/drinks Choose ingredients from a small selection Accurately and safely: peel, chop, slice, grate harder foods Work through plan in order Understand by whom, when and where products were designed Research others' needs Plan the appearance of the food</p>	<p><u>Geography -</u> <u>France/Europe:</u> Know the capitals of France, Italy, Greece and Russia. Find Paris on a map of France. Find Rome on a map of Italy. Find Athens on a map of Greece. Know that a capital city is usually where a government has its central meeting place. Understand that in the UK, cities are usually big but some small towns are called a city because they have a cathedral. <u>Mont Blanc Area</u> <u>Mountains</u> Understand inland trade routes (rail and road) between France and Italy have to go through passes or tunnels, because of the mountains. Know the main economic activity near Chamonix used to be farming animals, but is now tourism (skiing and walking).</p>	

