Curriculum design

The National Curriculum

Foundations

Music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Art

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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.

Geography

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Computing

Key stage 2

Pupils should be taught to:

- 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
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.
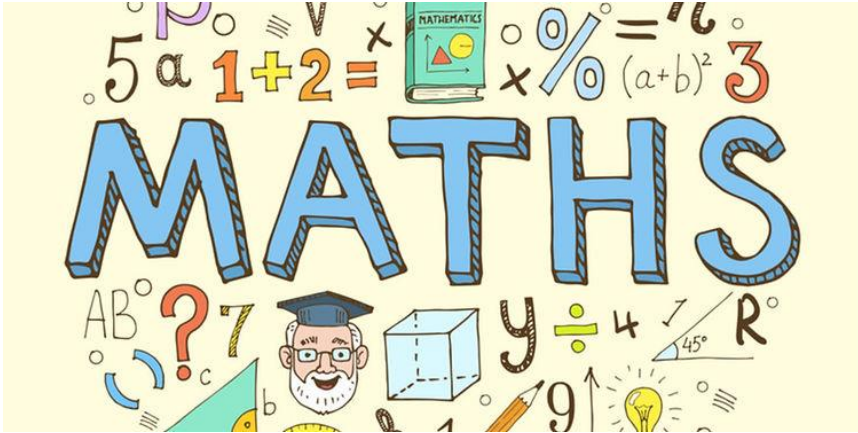
2023-24	Were the Romans better rulers than Boudicca?	Do we need to experience dark to appreciate light?	Is Italy a good setting for Shakespeare plays?	How does travel help you understand the world? America	What would the world be like if devoid of nature? Varmints	Would the Egyptian civilisation have been successful without Gods?
2024-25	Why are the Ancient Greeks still important today?	How is there life on earth? Space	Is honesty always the best choice? Shakespeare	How have animals adapted to fit in with their location?	Why do we learn about different cultures and traditions? Asia	Why did the Vikings come to Britain?
2025-26	right to choose who lives or who dies? WW2 Coventry	How do your views about discrimination change? Rose Blanche	Aztecs	Mexico	How much of our world is the people around us?- Coraline	What have you learnt about overcoming challenges?
2026-27	Should WW1 be called the Great War?	Did the Great War cause changes in equality?	of Shakespeare on Stratford-upon-Avon and the local area?	sutainable environmental change?	How much of our world is the people around us?- story writing	Man do you think propelled humans forward?

How will we teach to ensure good progress and attainment?

- We group children according to their next steps of learning in class.

- You will have seen this in phonic groups and reading groups.

- We do this for all subjects but we may not physically move the children, just the adults teaching are aware of the groups.

- Fluidly we group children according to their understanding of concepts- time.

Mixed age classes – Year 3 and 4

Year group teaching

Quick as a flash, I sprung onto the the anchor and slowly crawled up through the hole onto the boat but then I saw the god crew. Slowly, I crawled past the sleeping goddess & goddess the goddess of cats on a hammock and dined Isis goddess of nature and magic. Tiptoeing slowly, I tiptoed past Isis up a ladder. Tiptoeing slowly, I tiptoed past Isis Isis goddess of nature and magic until she almost spotted me and I hid behind a vase but eventually I got to the ladder and climbed up. Creepily, I past Anubis taking a soul to the afterlife but Ra! Climbing I kept climbing then I saw him... Ra! Climbing carefully, I climbed up a pole, Suddenly, Suddenly, I fell but my legs caught way across a rope until my hands I started to slip! the rope and I got my grip back & then slid down the pole and on the floor I reached for his eye but then... The bird in front of him looked behind and squarked loud when Ra turned around and I hid behind a pole then he turned back around to steer. Phew that was too close comfort.

Crumbling the very I saw a sharp, dangerous sleep while in the gods in the other lair tooth and I swinging the goddess of cats. Went up the other ladder and saw Isis so I around her and there was delicious, yummy crunchy food. I climbed up the shore, rainy and creepy ladder so I went and crawled on the boat and I saw nose. I climbed up the wooden pole and hung on the trap and balance. Then I jumped onto ruled out the moon eye.

...ger the pyramids and, onto the into the boat. As I got onto onto saw Saw a magical god sleeping pec, and saw a gold coin around his had a head like a cat. Suddenly it was Isis, she was making a neck, Isis had beautiful flowers around her. I climbed a ladder to reach another god. The last god is Anubis at last I think it is name, he had a ginormous golden him is a mommy. Lastly, the final god Ra and a blue cape. After I catch the eye I can you back home with my father and I rescue him.

Silently, Mercy stood still in the and creepy shadows. Mercy climbed the wooden high ladder.

Scaffold the learning, different outcomes, different support

Year 4: Autumn Term 1: Romans

Example of 2022 learning

History:

To know about AD and BC and to explore 2 accounts of the Founding of Rome.

To investigate why the Roman army was so successful.

To use secondary and primary sources to learn about basic Roman life in Britain.

To evaluate historical sources about the rebellion by Boudica.

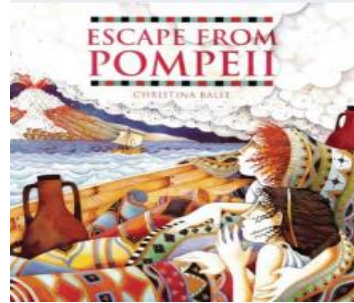To know about the legacy of Roman Britain through the road structure and settlement patterns.

Geography:

To know where Rome is located to and to show where the Roman armies marched to reach Britain.

To see where Romans settled in Warwickshire and the legacy of the road structure.

To know how Roman settlements like Fort Lunt evolved.

English:

ESCAPE FROM POMPEII
CHRISTINA BALIT

The children will use the core text 'Escape from Pompeii'

Inspired by the story they will write setting descriptions, poetry, diaries and a story.

We will cover noun phrases, simple fronted adverbials, prepositions, use of simple conjunctions and simple speech. We will learn to plan and edit our writing.

Maths:

Represent and partition numbers to 10,000.

Add and subtract two 4-digit numbers with more than one exchange.

Identify the most efficient way to approach an addition/subtraction calculation (rather than automatically using the column method).

PSHE:. We will be exploring healthy and happy friendships.

Computing: Use a data logger to answer questions about temperature.

PE: I know where I am with my learning and I have begun to challenge myself.

Music:. Appraise, compose and perform battle film music.

RE: Our topic is "Why is Jesus inspiring to some people?" This links with early Christianity in Roman times.

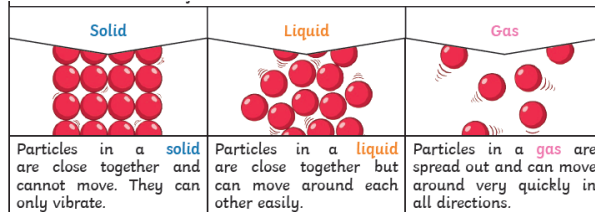## MFL: We will learn how to say and write numbers, months and dates and colours.

Art: The children will explore Antoni Gaudi's work and his use of mosaics. They will look at Roman mosaics and then plan and create their own mosaic. using different materials.
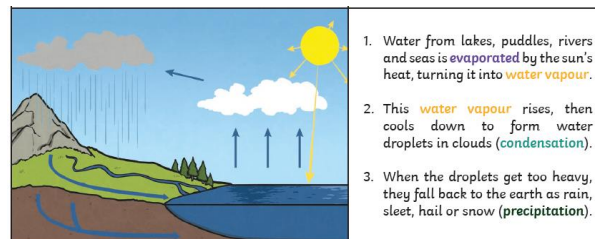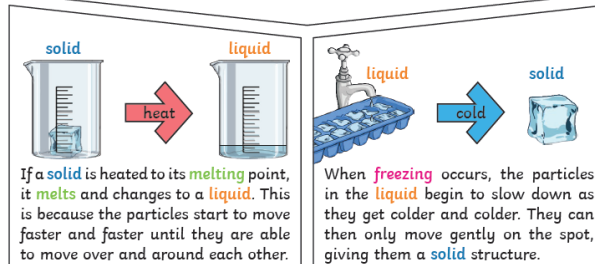
Year 4: States of Matter Knowledge and Skills Mat

Subject Specific Vocabulary

States of matter	Materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again. .
Solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
Liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
Gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
Water vapour	This is water that takes the form of a gas. When water is boiled, it evaporates into a water vapour.
Evaporate	Turn a liquid into a gas.
Melt	This is when a solid changes to a liquid.
Freeze	Liquid turns to a solid during the freezing process.
Condense	Turn a gas into a liquid.
Precipitation	Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.

Sticky Knowledge about States of Matter

Particles in a **solid** are close together and cannot move. They can only vibrate.

Particles in a **liquid** are close together but can move around each other easily.

Particles in a **gas** are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.

If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.

When **freezing** occurs, the particles in the **liquid** begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a **solid** structure.

1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).

Main scientific skill taught in this topic

Setting up (and carry out) simple practical enquiries, comparative and fair tests.
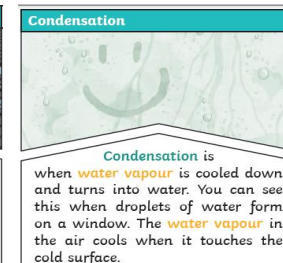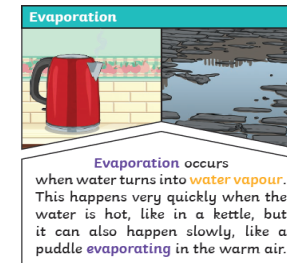
Objectives

- Sort materials into solids, liquids and gases.
- Explain that heating causes melting, and cooling causes freezing.
- Identify the melting and freezing point of water.
- Describe evaporation and condensation using practical examples.
- Describe the effect of temperature on evaporation, referring to the investigation.
- Identify the stages of the water cycle.

Our scientific questions are:

Which chocolate melts the fastest?

Does the temperature affect how fast towels dry?

Evaporation occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

Condensation is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the cold surface.

Friendships