



INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
<p>Through our curriculum, our children will become;</p> <ul style="list-style-type: none"> – Effective learners; – Responsible citizens. 	<p>Our children will:</p> <ul style="list-style-type: none"> • Speak clearly and articulate ideas confidently. • Use taught vocabulary purposefully and in different contexts. • Show empathy and resilience. • Use new technologies appropriately and with purpose. • Problem solve, explore, question and be curious. 	

	Topic 1	Topic 2	Topic 3	Topic 4
Mini topic week 1: Aspirations/basic skills	<p>Topic and Question: WW2: Is it ever right to fight?</p> <p>Launch: The outbreak of war. Chamberlain announces the outbreak. Children make air raid shelters in the classroom to fit all their group in before the air raid.</p> <p>Hooks: Visit to Eden Camp Create an evacuee's suitcase</p> <p>Showcase: VE Day celebration.</p> <p>Key Text: Letters from the Lighthouse</p>	<p>Topic and Question: Crime and punishment: Does crime ever pay?</p> <p>Launch: Crime scene-children to solve the crime.</p> <p>Hooks: Crucial Crew visit</p> <p>Showcase: Mini museum</p> <p>Key Text: The Highwayman Poem The Executioner's Daughter</p>	<p>Topic and Question: South America: Does the Amazon deliver?</p> <p>Launch: Passport to South America-children create a passport, hop on a plane and fly to their given destination. Children are given a destination and have to find out all the information about their country.</p> <p>Hooks: Food tasting</p> <p>Showcase: South America day. Cook and eat empanadas.</p> <p>Key Text: Kensuke's Kingdom</p>	<p>Topic and Question: Evolution and Inheritance: Do you know who you really are?</p> <p>Launch: Creating biomes in the classroom</p> <p>Hooks: Create a new organism that is adapted to its environment</p> <p>Showcase: Create a documentary about a specific animal and how it has evolved.</p> <p>Key Text: Skellig Moth (picture book)</p>
Science	<p>Light Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p>	<p>Circulatory System Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Scientist Study: William Harvey</p>	<p>Animals including humans Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things in their habitats</p> <p>WALT: Explain how organisms are considered to be alive.</p> <p>WALT: Classify living things</p>

	<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Scientist Study: Study- Ib Al-Haytham Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Scientist Study: Michael Faraday</p>			<p>WALT: Classify animals according to their characteristics. WALT: Investigate, collect data and classify organisms.</p> <p>WALT: Identify, classify and describe micro-organisms</p> <p>WALT: Plan and carry out a science investigation (mould on bread)</p> <p>Evolution and Inheritance</p> <p>WALT: Explain what inheritance is and identify inherited genes.</p> <p>WALT: Show how genes can be inherited from parents to offspring.</p> <p>WALT: Identify how animals are adapted to their environment.</p> <p>WALT: Explain who Charles Darwin was and why he is well-known.</p> <p>WALT: Explain what is meant by evolution.</p> <p>WALT: Explain how fossils are formed and why they are vital evidence to support the theory of evolution.</p> <p>Scientist study: Charles Darwin</p> <p>.</p>
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<p>History</p>	<p>WALT: Order key events from WW2 chronologically.</p> <p>WALT: Give reasons for and against appeasement.</p> <p>WALT: Describe and explain the changes for the people of Britain during WW2 (evacuation, rationing, jobs for women, home front).</p> <p>WALT: Explain The Blitz and the Battle of Britain.</p> <p>WALT: Explain the events of Dunkirk and give reasons why this was an important victory for Britain.</p> <p>WALT: Enquire why The Holocaust was so horrific and explain what we have learned from it.</p> <p>WALT: Explain what VE day was really like.</p>	<p>WALT: Explain how we know what punishments were like 800 years ago.</p> <p>WALT: Understand what the story of Robin Hood tells us about medieval justice.</p> <p>WALT: Describe how crime and punishment changed between 1500 and 1750</p> <p>WALT: Give reasons why punishments became so bloody in the 1800s.</p> <p>WALT: Explain the reasons why so much changed in crime and punishment in the 19th century.</p> <p>WALT: Give a range of ideas to explain how the way we catch and punish criminals improved in the last 100 years.</p>		
<p>Geography</p>		<p>Visit to Sheffield Cathedral and Sheffield City Centre-Field Trip.</p>	<p>WALT: Use research skills and present information effectively about a country in South America.</p> <p>WALT: Identify and label lines of latitude and longitude.</p> <p>WALT: Describe the geographical location of places in South America.</p> <p>WALT: Identify human and physical features of Brazil</p> <p>WALT: Compare the Amazon and Thames rivers</p>	

			<p>WALT: Explain and describe mountain ranges in South America</p> <p>WALT: Explain and describe the main features of the Amazon Rainforest</p>	
Art and design	<p>Drawing and study of art works by Henry Moore- shelter images.</p> <p>Use tone, texture, line and colour</p> <p>Analyse the art work of Henry Moore</p> <p>Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of sunlight)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection</p> <p>Use lines to represent movement</p> <p>Choose a style of drawing suitable for the work in the style of Henry Moore</p>	<p>Banksy- Graffiti art</p> <p>Build up layers of colours</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work</p>	<p>Painting: Romero Britto (1963-)</p> <p>Brazilian Artist</p> <p>Sketch (lightly) before painting to combine line and colour</p> <p>Create a colour palette based upon colours observed in the natural or built world</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p> <p>Use brush techniques and the qualities of paint to create texture</p>	<p>Clay workshop</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p> <p>Show precision in techniques</p> <p>Show life- like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Use tools to carve and shapes, texture and pattern</p> <p>Combine visual and tactile qualities</p>
Design Technology	<p>Design and create a teddy bear for an evacuee</p> <p>To investigate and evaluate various soft toys.</p> <p>To use various sewing stitches to join fabric.</p>		<p>Food Technology- cooking Empanadas</p> <p>To research and sample empanadas.</p>	<p>Wooden bird/animal boxes</p> <p>To investigate and evaluate a bird box</p> <p>To practise cutting and joining skills using tools and nails.</p>

	<p>To use a pattern correctly.</p> <p>To create a design board for my soft toy.</p> <p>To create a soft toy.</p> <p>To analyse and evaluate a soft toy.</p>		<p>To practise cutting and chopping skills.</p> <p>To understand food hygiene and safety.</p> <p>To make empanadas</p> <p>To develop a criteria and design an empanada for a vegetarian.</p> <p>To make empanadas from my own design (recipe).</p> <p>To analyse and evaluate based on a criterion.</p>	<p>To design a bird/animal house based on a criterion.</p> <p>To make a bird/animal house.</p> <p>To analyse and evaluate an bird/animal house.</p>
Computing	<p>Computer Systems and Networks</p> <p>Communication and collaboration</p> <p>WALT: Explain the importance of internet addresses</p> <p>WALT: Recognise how data is transferred across the internet</p> <p>WALT: Explain how sharing information online can help people to work together</p> <p>WALT: Evaluate different ways of working together online</p> <p>WALT: Recognise how we communicate using technology</p> <p>WALT: Evaluate different methods of online communication</p> <p>Creating Media</p>	<p>Creating Media</p> <p>Webpage creation</p> <p>WALT: Recognise the need to preview pages</p> <p>WALT: Outline the need for a navigation path</p> <p>WALT: Recognise the implications of linking to content owned by other people</p> <p>Programming</p> <p>Variables in games</p> <p>WALT: Define a 'variable' as something that is changeable</p> <p>WALT: Explain why a variable is used in a program</p> <p>WALT: Choose how to improve a game by using variables</p>	<p>Data and information</p> <p>Introduction to spreadsheets</p> <p>WALT: create a data set in a spreadsheet</p> <p>WALT: Build a data set in a spreadsheet</p> <p>WALT: Explain that formulas can be used to produce calculated data</p> <p>WALT: Apply formulas to data</p> <p>WALT: Create a spreadsheet to plan an event</p> <p>WALT: Choose suitable ways to present data</p> <p>Creating Media</p> <p>3D modelling</p>	<p>Creating Media</p> <p>3D modelling</p> <p>WALT: Create a 3D model for a given purpose</p> <p>WALT: Plan my own 3D model</p> <p>WALT: Create my own digital 3D model</p> <p>Programming</p> <p>Sensing movement</p> <p>WALT: Create a program to run on a controllable device</p> <p>WALT: Explain that selection can control the flow of a program</p> <p>WALT: Update a variable with a user input</p>

	<p>Webpage creation</p> <p>WALT: Review an existing website and consider its structure</p> <p>WALT: To plan the features of a web page</p> <p>WALT: consider the ownership and use of images (copyright)</p>	<p>WALT: Design a project that builds on a given example</p> <p>WALT: Use my design to create a project</p> <p>WALT: Evaluate my project</p>	<p>WALT: Recognise that you can work in three dimensions on a computer</p> <p>WALT: Identify that digital 3D objects can be modified</p> <p>WALT: Recognise that objects can be combined in a 3D model</p>	<p>WALT: Use a conditional statement to compare a variable to a value</p> <p>WALT: design a project that uses inputs and outputs on a controllable device</p> <p>WALT: Develop a program to use inputs and outputs on a controllable device</p>
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