

Keresforth Primary School

Year 4/5/6

2018-2019

	1 EXPELLIARMUS	2 FAIR TRADE	3 and 4 VICTORIANS	5 and 6 UGANDA
History			<ul style="list-style-type: none">• To identify Queen Victoria and place the Victorian period in relation to other periods• To compare Victorian Britain to modern Britain including comparisons of attitudes of people in these era e.g. employment, population, How they lived, How they dressed• To identify transport in Victorian Britain and compare it to modern Britain e.g. timeline of transport (bikes, trains, underground horses, cars)• To describe the attitudes of different people to building railways and how this affected people living in these areas (possible link to Railway Children story)• To identify inventions of Victorian Britain and what impact these had• To identify the industrial revolution and what impact this had on Britain• To identify what life was like as a child in early Victorian times and compare to late Victorian times (Oliver Twist story link)• To understand how life was different for richer and poorer Victorians•	
Geography		<ul style="list-style-type: none">• To understand the meaning of Fairtrade and how it impacts on producers and consumers• To understand the advantages there may be for specific countries or		<ul style="list-style-type: none">• Use maps, atlases, globes and digital computer mapping to locate Uganda and the towns and cities surrounding the area• Identify past and present presidency and governments in Uganda• Identify and understand the start of the River Nile and identify the importance of the river on the people who live there• Identify key physical and human characteristics including wildlife and national parks

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		<p>individuals operating within a Fairtrade partnership</p> <ul style="list-style-type: none"> • To understand the global interdependence of markets • To understand where food comes from and how it can be transported around the world; comparing and contrasting past and present • To understand the implications and benefits of transporting goods around the world. 		<ul style="list-style-type: none"> • To identify 3rd world differences and compare them to other countries e.g. hygiene, travel, food, clothing, rich and poor • Investigate and identify charities associated with Uganda and the impact of these • Identify the daily life of people living in Uganda • Identify and make comparisons to Britain based on children's daily life including children's rights and attitudes towards education
Science	<p align="center">STATES of MATTER And PROPERTIES IN CHANGES OF MATERIALS</p> <p>Y4</p> <ul style="list-style-type: none"> • Compare and group materials together according to whether they are solids, liquids and gases • Observe that some materials change state when they are 	<p align="center">FORCES</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	<p align="center">LIGHT</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • 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 • 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 • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>(link to Thomas Edison- Victorian times)</p>	<p align="center">EVOLUTION and INHERITENCE</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

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	<p>heated or cooled, and measure or research the temperature at which it happens in degrees celcius</p> <ul style="list-style-type: none">• Identify the part played by evaporation and condensation in the water cycle and associate with the rate of evaporation with temperature <p>Y5/6</p> <ul style="list-style-type: none">• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution• Use solids, liquids and gases to decide how to recover a substance from a solution• Use solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating• Demonstrate that dissolving, mixing and changes of state	<ul style="list-style-type: none">• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		
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	<p>are reversible changes</p> <ul style="list-style-type: none"> Explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate soda 					
Art	<p>Drawing- Year 4:☒</p> <ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective <p>Year 5/6:</p>	<p>Colour – Year 4:</p> <ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes <p>Year 5/6:</p> <ul style="list-style-type: none"> hue, tint, tone, shades and mood explore the use of texture in colour colour for purposes colour to express feelings 	<p>Textiles/Texture – Year 4:</p> <ul style="list-style-type: none"> use stories, music, poems as stimuli Select and use materials embellish work fabric making artists using textiles <p>Year 5/6:</p> <ul style="list-style-type: none"> Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively 	<p>Form/Sculpture – Year 4:</p> <ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media Discuss and evaluate own work and that of other sculptors <p>Year 5/6:</p> <ul style="list-style-type: none"> plan and develop ideas Shape, form, model and join observation or imagination properties of media 	<p>Printing – Year 4:</p> <ul style="list-style-type: none"> combining prints design prints make connections discuss and evaluate own work and that of others <p>Year 5/ 6:</p>	<p>Pattern – Year 4:</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes <p>Year 5/6:</p> <ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression create pattern for purposes

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	<ul style="list-style-type: none"> effect of light on objects and people from different directions interpret the texture of a surface produce increasingly accurate drawings of people concept of perspective 		y on a larger scale	<ul style="list-style-type: none"> Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists 	
DT		Creating fair trade chocolates and chocolate packaging.		To create a working torch.		Designing and building a playground
Music	<p>Year 4:</p> <ul style="list-style-type: none"> To develop rhythmic skills working with 2 metres and to understand how to build rhythms. To learn about note values and beats including the crotchet rest, and get used to working with them. To develop listening, looking and concentration skills. To develop pitch sense. To start to improvise and compose. To get to know a piece of classical music. 		<p>Year 4:</p> <ul style="list-style-type: none"> To learn how to devise and interpret graphic scores. To learn about the instruments in an orchestra. To develop pitch sense. To develop rhythmic sense and to learn a new note value – The dotted minim. <p>Year 5/6:</p> <ul style="list-style-type: none"> To learn about jazz music. To learn about tied notes and syncopation. 		<p>Year 4:</p> <ul style="list-style-type: none"> To extend knowledge of music from different times and cultures. To develop group composing skill. To improve singing and instrumental playing technique, <p>Year 5/6:</p> <ul style="list-style-type: none"> To learn about the dotted crotchet and single quaver. To listen and recognise instruments. 	

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	<p>Year 5/6:</p> <ul style="list-style-type: none"> To introduce the concept of pop music and big, historical influences. I.e. Queen, Abba, the Beatles. To learn to work effectively in groups. To extent rhythmic understanding to include semiquavers. To develop rhythm and pitch skills. To learn how pitched notes appear on a stave. To be able to write pitches notes from aural dictation. 		<ul style="list-style-type: none"> To compose pieces including tied quavers. 		<ul style="list-style-type: none"> To read and play 'whole class' pieces including non-pitched instrumental parts. To write in full notation by ear. To learn a song from the Caribbean. 	
PE	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Netball & Football 	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Gymnastics 	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Dance 	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Tag Rugby 	<p>OAA</p> <ul style="list-style-type: none"> Athletics 	<p>Tennis</p> <ul style="list-style-type: none"> Cricket
RE	<p><u>Christianity</u></p> <ol style="list-style-type: none"> Why are some words special Why are some places special How can faith contribute to community cohesion? Why are some times special What can be learnt from the lives of significant people How do I and others think and feel about the universe? 		<p><u>Judaism</u></p> <ol style="list-style-type: none"> Why are some words special Why are some places special How can faith contribute to community cohesion? Why are some times special What can be learnt from the lives of significant people How do I and others think and feel about the universe? 		<p><u>Sikhism</u></p> <ol style="list-style-type: none"> Why are some words special Why are some places special How can faith contribute to community cohesion? Why are some times special What can be learnt from the lives of significant people How do I and others think and feel about the universe? 	
MFL	<p>-greetings and Spanish Culture</p> <p>-classroom instructions</p> <p>-animals</p> <p>-at the pet shop</p> <p>-numbers and plurals</p> <p>-connectives and simple sentences.</p>	<p>-gender</p> <p>-memorisation and storytelling</p> <p>-Me llamo</p> <p>-Spanish names</p> <p>-Soy and Mi Mama story</p> <p>-Christmas</p>	<p>-Colours and alien story</p> <p>-Colours and opinions</p> <p>-word order of adjectives</p> <p>-word order and opinions</p> <p>-the enormous turnip</p> <p>-Numbers 1-10</p>	<p>-Numbers and tengo</p> <p>-age</p> <p>-definite and indefinite articles</p> <p>-Easter</p> <p>-Quisiera.</p>	<p>-The connective 'pero'</p> <p>-Es and the hare and tortoise</p> <p>-Tambien</p> <p>-Numbers 1-15</p> <p>-Days of the week</p> <p>-revision and raps</p> <p>-assessment and rap performance</p> <p>-Barcelona.</p>	

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Computer Science	Teach24 Y6 – creation Y4/5- moving image Y4-coding		Teach 24 Y6-marketing Y4/5-marketing		Teach 24 Y4 - audio Y6 – film / multimedia Y5 – Webpage design Y4 – photo stories	
	Y6 – spreadsheets Y5- controlling devices Y4 – programming (scratch)		All – e-safety Y6- animation Y5- radio station Y4- animation			
PSHE	<u>New Beginnings</u> 1. Belonging 2. Understanding my feelings 3. Managing my feelings 4. Understanding the feelings of others 5. Social skills 6. Making choices 7. Understanding rights and responsibilities	<u>Getting on and falling out</u> 1. Friendship 2. Seeing things from someone else’s perspective 3. Working together 4. Managing feelings – anger 5. Resolving conflict	<u>Going for goals</u> 1. Knowing myself 2. Setting a realistic goal 3. Planning to reach a goal 4. Persistence 5. Making choices 6. Evaluation and review	<u>Good to be me</u> 1. Knowing myself 2. Understanding my feelings 3. Managing my feelings 4. Making choices	<u>Relationships</u> 1. Knowing myself 2. Understanding my feelings 3. Managing my feelings 4. Understanding the feelings of others 5. Social skills 6. Making choices	<u>Changes</u> 1. Knowing myself 2. Understanding my feelings 3. Understanding the feelings of others 4. Managing my feelings 5. Belonging to a community