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| Class 4 Spring Term 2023 |
| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically | Ancient GreeceThis unit will explore how the Ancient Greeks have influence our society today. During the unit, we will investigate what life was like in Ancient Greece – in particular, the social, spiritual and cultural practices of the Ancient Greeks.  | Understanding of chronology – Ancient Egypt, The Victorians, WW2, The Romans, The Vikings, The Stone age |
| Science | Investigate MaterialsInvestigate Light and SeeingWork scientifically | All Change (Chemistry)In this module children develop their knowledge and understanding of changes to materials. They will recognise that some changes such as melting, evaporation and dissolving are reversible while other changes are non-reversible, including burning and production of rust or a gas as the result of a chemical reaction. Children use specific scientific vocabulary as they describe, explain and communicate their understanding of how materials change. Working scientifically, children observe and compare changes that take place over time in a variety of different contexts, such as when making toffee, rusting metals or burning a candle. They plan and carry out fair tests to investigate more systematically non-reversible changes that they observe. They use a variety of ways to report and present their findings to an audience.Biology - Adaptation: Everything changeThis is a challenging module in which children build on their knowledge of living things and how they are adapted to particular environments. They are introduced to the idea that variation in organisms can result in the species becoming better adapted to its environment and that the process of natural selection, over a long period of time, leads to evolution. Although children may have been introduced to the concept of adaptation during their time at school, natural selection and evolution will not have been formally discussed at school prior to this unit. Children learn about how inherited characteristics are passed on from parents to offspring and that environmental variables also affect how organisms look and behave. They explore the process of selective breeding, through which humans can select particular characteristics in different plants and animals to meet specific requirements. They also explore how those individuals in a population that are best adapted to the environment are more likely to live long enough to reproduce and so maintain the population and the survival of the species. | Can you see me (Y3/4)  Senses (KS1)  |
| Geography | Investigate patterns Communicate geographicallyInvestigate places  | Exploring Eastern EuropeIn this unit, children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in moredetail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring togethertheir learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, childrenwill find out more about Chernobyl and its impact on eastern Europe and the rest of the world.**March 2023: Opening Worlds Curriculum being trialled. The Rhine and the Mediterranean.**  | Settlements (Stone Age, Romans and Anglo-Saxons)Local area studyMap SkillsThe Americas (Y5/6)Around the World (Y3/4) |
| Design and Technology | Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history  | **Digital world: Navigating the world**In this unit, the children will design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.**Mechanical systems: Pop-up book**Here the children will create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. | Master practical skills (Y1,2,3,4, 5)Design, make, evaluate and improve (Y1,2,3,4, 5)Take inspiration from design throughout history (Y1,2,3,4, 5) |
| Art and Design | Develop ideas Master techniques Take inspiration from the greats |  **Craft and Design ‘Photo Opportunity’**During this unit, the children will learn to:* Explain how a new image can be created using a combination of other images.
* Understand what photomontage is and recognise how artists use photography.
* Select relevant images and cut them with confidence and a level of control.
* Demonstrate a competent knowledge of effective composition, discussing their ideas.
* Use recording devices and available software with confidence.
* Demonstrate a confident understanding of Edward Weston’s style through their artistic choices.
* Discuss the features of a design, e.g. explaining what is effective about a composition.
* Select a suitable range of props, considering the design brief and their initial ideas.
* Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.
* Use editing software to change their image, reflecting an artist’s style.
* Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.
* Set up a composition and think about a space that will provide good lighting levels.
* Take a portrait that is focused and appropriately framed.
* Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.
* Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.
* Create a final painting or drawing with tonal differences that create a photo-realistic effect.

**Andy Warhol Artistic Study**During this unit of work, the children will explore the works of Andy Warhol. They will:* Give details (including own sketches) about the style of his work.
* Show how the work of Andy Warhol was influential in both society and to other artists.
* Create original pieces that show a range of influences and styles.
 | Describe the work of notable artists,artisans and designers (EYFS, Y1, Y2, Y3, Y4, Y5) |
| Religious Education | Understand beliefs and teachingsUnderstand practices and lifestylesUnderstand how beliefs are conveyedReflectUnderstand values | This term, the children will be exploring the following questions in RE:* Is Christianity still the same religion 2000 years after Jesus was on Earth (Christianity)
* **March 2023: Opening Worlds Curriculum being trialled. The life and teachings of Jesus.**
 | Understand beliefs and teachings (Y1,2,3,4, 5)Understand practices and lifestyles (Y1,2,3,4, 5)Understand how beliefs are conveyed (Y1,2,3,4, 5)Reflect (Y1,2,3,4, 5)Understand values(Y1,2,3,4, 5)  |
| Languages  | Read fluentlyWrite imaginativelySpeak confidently | Presenting Myself (I)In this unit the children will learn how to: • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.Family (I)In this unit the children will learn how to: • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). | Spanish Phonics (Y3/4/5)Presenting myself (Y3/4/5) |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Net and WallInvasion Games  | Gymnastics (Y3/4)Net and Wall (Y3/4)Invasion Games (Y3/4) |
| Computing | CodeCollectCommunicateConnect | **Computing Systems and Networks: Bletchley Park**During this unit, the children will learn to:* Explain that codes can be used for a number of different reasons and decode messages.
* Explain how to ensure a password is secure and how this works.
* Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.
* Explain the importance of historical figures and their contribution towards computer science.
* Present information about their historical figure in an interesting and engaging manner.

**Creating Media: History of Computers**Children write, record and edit radio plays set during WWII, look back in time at how computers have evolved and design a computer of the future. Options for schools that use Google or Microsoft. | Code (Y1,2,3,4, 5)Collect (Y1,2,3,4, 5)Communicate (Y1,2,3,4, 5)Connect (Y1,2,3,4, 5) |
| Maths | Know and Use NumbersAdd and subtractMultiply and divideUse fractions | A range of contexts. | Know and Use Numbers (Y3/4/5)Add and subtract (Y3/4/5)Multiply and divide (Y3/4/5)Use fractions (Y3/4/5) |
| English | Understand textsTranscribeComposeAnalysePresent | The Firework Maker’s Daughter (Fiction)Thinkers Rap (Poetry)Ancient Greece (Non-fiction) | Understand texts (Y1,2,3,4)Transcribe (Y1,2,3,4)Compose (Y1,2,3,4)Analyse (Y1,2,3,4)Present (Y1,2,3,4) |
| PSHE | Changing BodiesBeing a Good Citizen | **Growing Up**This unit builds upon children’s knowledge of how we grow and change, both physically and emotionally and the types of relationships people have. They also learn about positive body images and stereotypes. **Respecting Rights**This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions, which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.  | Changing bodies (Y1,2,3,4,5)Being a Good Citizen (Y1,2,3,4,5) |