

## Brecknock's Curriculum Year Autumn 4

### **Science:** States of Matter / Living Things & Their Habitats

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes

Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.

Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases

Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sc4/2.1a recognise that living things can be grouped in a variety of ways

Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.

### **History:** Ancient Egypt

#### **Hi2/2.3 Ancient Civilizations**

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

### **Geography:** Locating World Countries – Water Cycle, river and Mountains (Nile)

Ge2/1.1a 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

Ge2/1.1b 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

Ge2/1.1c 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)

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

### **PSHE:** Questioning decisions

## **Computing:** Scratch Egyptian Animation

- Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

## **Art:** Drawing & Painting – (Nature still life – Georgia O’Keefe)

- Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
- Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Ar2/1.3 about great artists, architects and designers in history.

## **D&T:** Egyptian Food

- DT2/2.1a understand and apply the principles of a healthy and varied diet
- DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients
- DT1/2.1b understand where food comes from.

## **Religious Ed:** Islam

## **MFL:** All Around Town / On The Move

## **Physical Education:** Team games/Dance (gymnastics) Additional: Yoga

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Brecknock's Curriculum Year Spring 4

### **Science:** Animals Including Humans

- Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them
- Sc4/1.2 setting up simple practical enquiries, comparative and fair tests
- Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes
- Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.
- Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans
- Sc4/2.2b identify the different types of teeth in humans and their simple functions
- Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.

### **History:** Roman Empire & Impact on Britain

#### **Hi2/1.2 Roman Britain**

Pupils should be taught about the Roman Empire and its impact on Britain

*This could include:*

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

### **Geography:** Locating British Regions – Compass and Map Work

- Ge2/1.1a 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
- Ge2/1.1b 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
- Ge2/1.1c 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)
- Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**PSHE:** Human Impact on natural resources

**Computing:** Publisher and Powerpoint

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Co2/1.6 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.

**Art:** Sculpting & Modelling – human form (Henry Moore)

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

**D&T:** Create Roman weapons, shields and structures

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Religious Ed:** Hinduism

**MFL:** Going Shopping / Where in The World

**Physical Education:** Swimming and invasion games/yoga

PE2/1.1a use running, jumping, throwing and catching in isolation and in combination

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PE2/1.1c develop flexibility, strength, technique, control and balance

PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE2/1.2b use a range of strokes effectively

PE2/1.2c perform safe self-rescue in different water-based situations.

# Brecknock's Curriculum Year 4 Summer

## **Science:** Electricity / Sound

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests

Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes

Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.

Sc4/4.2a identify common appliances that run on electricity

Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.

Sc4/4.1a identify how sounds are made, associating some of them with something vibrating

Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear

Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it

Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.

Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases

## **History:** Local Study - Camden

Pupils should be taught about an aspect of local history

*For example:*

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

## **Geography:** Similarities & Differences – UK vs Camden

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **PSHE:** Puberty – Physical & Emotional

**Computing:** Publishing posters / Newspaper articles

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Co2/1.6 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.

**Art:** Mixed media art. Damian Hirst

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

**D&T:** Electrical Systems – making circuits

DT2/1.4c understand and use electrical systems in their products

**Religious Ed:** Buddhism

**MFL:** What's The Time? / Holidays & Hobbies

**Physical Education:** Ball invasion games /Athletics Additional: Yoga

PE2/1.1a use running, jumping, throwing and catching in isolation and in combination

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PE2/1.1c develop flexibility, strength, technique, control and balance

PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.