



AUTUMN TERM CURRICULUM PLAN

YEAR GROUP 4/5

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider us of the environment for this term.</p>	
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SCIENCE		
Skills as a Scientist	Substantive knowledge	Vocabulary
<p>I can take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>I can record data and results of increasing complexity using:</p> <p>scientific diagrams and labels,</p> <p>classification keys, Carroll, Venn tables</p> <p>bar and line graphs</p> <p>I can report and present findings in oral and written forms such as displays and other presentations.</p> <p>I can plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary.</p>	<p>Properties and Changes of Materials</p> <p>Compare and group together everyday materials on the basis on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnet.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes:</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance form a solution.</p> <p>Set up their own fair test experiment. Be able to hypothesise and create own table to show results.</p> <p>I can use knowledge of solids, liquids, and gases to decide how mixtures might be separated through filtering, sieving and evaporating.</p>	<p>solid, liquid, gas, thermal/electrical insulator/conductor, magnetic, evaporation, condensation, change of state, mixture, dissolve, solution, soluble, solvent, insoluble, filter, sieve reversible/non-reversible change, burning, freezing, melting, rusting, new material</p>

<p>I can use straightforward scientific evidence to answer questions or to support their findings.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can report and present findings, including conclusions, casual relationships and explanations of results</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials</p> <p>Explain that some changes result in the formation one materials, and that this kind of change is not usually reversible.</p>	
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HISTORY
<p style="text-align: center;">The Indus Valley</p> <ol style="list-style-type: none"> 1. The dancing girl 2. So many puzzles! 3. Bricks, buildings and baths 4. Making beautiful things 5. Boats and barter, trade and travel 6. Two more puzzles: rulers and religion <p style="text-align: center;">Persia and Greece</p> <ol style="list-style-type: none"> 1. The king of kings 2. The Persian Empire 3. The Greek city-states 4. Greek gods and goddesses 5. The Greek language and The Iliad 6. The Greek and Persian Wars

GEOGRAPHY
<p style="text-align: center;">Settlements</p> <p style="text-align: center;">What is a settlement?</p> <ol style="list-style-type: none"> 2. What is a village? 3. What is a town? 4. What is a city?

5. London: the largest city in the UK
6. Cardiff is a city

Agriculture

1. What is agriculture?
2. Arable farming
3. Pastoral farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales

RELIGIOUS EDUCATION

The family of Jesus

1. Judea in the first century BC
2. The coming of the Messiah
3. Mary and Joseph
4. The Annunciation
5. Mary visits her cousin Elizabeth
6. Why are these stories important for Christians?

The birth of Jesus

1. The New Testament introduces Jesus's birth
2. The first Christmas: Jesus is born
3. The shepherds visit Jesus
4. The wise men visit Jesus
5. Mary and Joseph escape to Egypt
6. Why are these stories important for Christians?

DESIGN TECHNOLOGY

Skills as a Design and technologist	Substantive knowledge	Vocabulary
<p>Burgers</p> <p><u>Explore</u></p> <p>I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>I can apply the principles of a healthy and varied diet to a particular design</p>	<p><u>Explore</u></p> <ul style="list-style-type: none"> - I know what a burger is. - I know constituents' ingredients. - I know that there are different types of burgers. 	<p>Storage</p> <p>Handling</p> <p>Ingredients</p> <p>Recipe</p> <p>Hygiene</p>

<p>criteria. (I can make a savoury lunch - Make a burger with topping). I can taste, explore and evaluate different food products, collect ideas and information to help me develop my work.</p> <p>I can use my ideas to develop my work, taking into account the purpose.</p> <p><u>Design</u></p> <p>I can use my knowledge and processes to communicate ideas and meanings using a step-by-step plan.</p> <p>I can prepare ingredients hygienically using appropriate utensils. I understand the importance of correct storage and handling of ingredients. I can assemble or cook ingredients (controlling the temperature of the oven or hob). I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. I can create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>- I know what makes a good burger and that this is subjective.</p> <p><u>Design</u></p> <p>- I know which seasonal food products are available.</p> <p>- I know which food products go well together to create a tasty product.</p> <p>- I know what ingredients are needed to make a burger.</p> <p>- I know what tools I need to make a burger.</p>	<p>Product</p> <p>Scale</p> <p>utensils</p> <p>Hob</p> <p>Temperature</p> <p>Calculate</p> <p>Ratio</p> <p>Proportion</p> <p>Duration</p> <p>Consistency</p> <p>combine</p>
<p><u>Make</u></p> <p>I can select appropriate tools to cut, mix, peel or grate ingredients safely and hygienically. I can measure or weigh using electronic/balance scales. I can prepare ingredients hygienically using appropriate utensils. I can measure and mark out to the nearest gram.</p> <ul style="list-style-type: none"> I can follow my recipe. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> I can analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context. I can compare and comment on ideas, methods and approaches 	<p><u>Make</u></p> <p>- I know how to measure accurately to nearest gram.</p> <p>- I know that cooking changes materials.</p> <p>- Understand the constituent parts of a recipe.</p> <p>- I know how to create a hygienic environment.</p> <p>- I know how to scale ingredients to make more or less.</p> <p>- I know what using tools safely looks like.</p> <p>- I know what tools I need to carry out tasks. For example, a knife to cut, chopping board, hands to peel, hob).</p> <p>- I know how to prepare different types of food.</p> <p>- I know how to assemble burger.</p>	

<p>used in my own and others' work, relating these to the design criteria.</p> <ul style="list-style-type: none"> • 	<p>Evaluate</p> <ul style="list-style-type: none"> - I know what the design criteria is. - I know how to make this lunch into a family evening meal. 	
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ART		
Skills as an Artist	Substantive knowledge	Vocabulary
<p><u>Sculpture</u></p> <p>I can use tools to carve and add shapes, texture and pattern</p>	<p>I know about shape and form</p>	<p>Media</p> <p>Sculpture</p> <p>Proportion</p> <p>3 Dimensional</p>

COMPUTING		
Skills as a Computer Scientist	Substantive knowledge	Vocabulary
<p>E Safety</p> <p><u>Online relationships</u></p> <ul style="list-style-type: none"> • Explain that there may be people I communicate with online who may want to do me or my friends harm and recognise this is not our / my fault. • Describe ways people can be involved in online communities and make positive contributions. • Explain how someone can get help and identify when to tell a trusted adult. • Demonstrate how to support others online. <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> • Explain what a strong password is and know how to create one. • Explain what app permissions are • Explain how free apps or services may share private information. <p><u>Programming - Scratch</u></p>	<p><u>Online relationships</u></p> <ul style="list-style-type: none"> • Know that not all people online are friendly. • Know how to support others online. <p><u>Privacy and security</u></p> <ul style="list-style-type: none"> • Know why a secure password is important and how to create one. • Know what app permissions are. • Know that some apps may share private information. <p><u>Programming - Scratch</u></p> <ul style="list-style-type: none"> • Know what the forever instruction does and how it could be used. 	<p><u>Online relationships</u></p> <p>Gifs</p> <p>Memes</p> <p>Context</p> <p>Harm</p> <p>Community / communities</p> <p>Report / reporting</p> <p><u>Privacy and security</u></p> <p>Password</p> <p>Geolocation</p> <p>App permissions</p> <p>Subscription</p> <p>In - app purchases</p> <p>Merchandise</p> <p>data</p>

<ul style="list-style-type: none"> • Use 'if' and 'then' commands to select an action. • Identify and debug mistakes in a program. • Use the forever instruction. • Use the until block and explain what effect it has. • Explain and predict what will happen if one element is changed within a set of instructions. 	<ul style="list-style-type: none"> • Know what the until block does and how it could be used. 	<p><u>Programming - Scratch</u></p> <p>Scratch</p> <p>Algorithm</p> <p>Variable</p> <p>Forever</p>
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PSHE
<p>Families and friendships</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including (but not only) online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges and strategies we could use to overcome them. • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable, and the emotive language to explain this. • when and how to seek support in relation to friendships <p>Safe relationships</p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • to know how to respond to the pressures online and offline (personal boundaries; grooming; doing something that makes them feel uncomfortable, whoever the request is from) • recognise that there may be dangers in the community and what to do to stay safe (different scenarios, including those in the home, in school, in the immediate and wider community) • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • who to tell if they are concerned about unwanted physical contact <p>Respecting ourselves and other</p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • To understand the difference between equality and equity • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • to recognise that in some parts of the world, people have been forced to leave their homes due to conflict and to be empathetic. E.g. refugees.

- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia, and the impact this has.
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- The impact of discrimination on individuals, groups and wider society
- Ways to safely challenge discrimination
- How to report discrimination online

MUSIC		
Skills as a Musician	Substantive knowledge	Vocabulary
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PHYSICAL EDUCATION		
Skills as an Athlete	Substantive knowledge	Vocabulary
<p><u>Teamwork</u></p> <ul style="list-style-type: none"> - I can take turns. - I can listen when someone else is giving their idea and contribute my ideas. - I can stay motivated for my team and work hard for them. - I can follow instructions given by my peers based on a job role or position. - I can look to help and support my team mates especially those who may not be as strong at the sport. <p><u>Fitness</u></p> <ul style="list-style-type: none"> - I can do 60 minutes of active exercise in a day. - I can understand my body and how muscles grow. - I can understand the difference between feeling tired and lacking stamina or resilience. - I know how to improve on my stamina. <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> - I can explain what being safe means in school and during PE. - I can identify actions/areas that may be unsafe and explain why. - I can set up equipment and apparatus safely. 	<p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations. 	<p>Float</p> <p>Front crawl</p> <p>Backstroke</p> <p>Breast stroke</p> <p>Water safety</p> <p>Stroke</p> <p>Rescue</p>

<ul style="list-style-type: none"> - I know what a risk assessment is. - I can risk assess aspects of PE lessons. 		
<p><u>Competition</u></p> <ul style="list-style-type: none"> - I know what it is to win and lose. - I can win and lose with dignity. - I can congratulate the winner. - I can follow the rules of a game. - I can work to beat my own personal best. - I know that/where improvement is needed to better my own scores. - I can use communication and collaboration to learn from others to improve myself. <p><u>Leadership</u></p> <ul style="list-style-type: none"> - I can direct a partner or small group. - I can listen to others and take on board ideas. - I can adapt to the skills and needs of a group. - I can make decisions to benefit my team (positioning, roles) <p><u>Healthy Lifestyle</u></p> <ul style="list-style-type: none"> - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups) - I can understand why I need to exercise and why it is important. - I can take part and lead a warm-up and cool down and explain why this is needed. - I can find and explain links between diet and exercise. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - I can make a positive comment on another's performance. - I can be self-reflective and enhance my own performance through this. - I can offer constructive areas for development. - I can refine my own performance after receiving feedback. 		

<p>- I can explain how I did something to coach someone else.</p>		
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