

Tetsworth Primary School

Class 4 Curriculum Map 2022/2023

Autumn Term		Spring Term		Summer Term	
PSHE Theme		PSHE Theme		PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Text:</p> 	<p>Core Text:</p> 	<p>Core Text:</p> 	<p>Core Text:</p> 	<p>Core Text:</p> 	<p>Core Text:</p> 
<p>PSHE Outcomes:</p> <p>Year 6 Identifying goals for the year. Promoting global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences, and Rewards. Understanding group dynamics. Democracy & having a voice. Exploring anti-social behaviour. Exploring positive role-models.</p> <p>Year 5 Understand how democracy and having a voice benefits the school community.</p>	<p>PSHE Outcomes:</p> <p>Year 6 Challenging perceptions of normality. Understanding disability. Exploring power struggles. Understanding bullying and peer-pressure. Promoting inclusion and challenging exclusion. Recognising differences as sources of conflict and celebration. Encouraging empathy.</p> <p>Year 5 Explain the differences between</p>	<p>PSHE Outcomes:</p> <p>Year 6 Setting personal learning goals, both in and out of school, creating and using success criteria. Exploring emotions in success. Making a difference in the world. Motivations for change. Recognising achievements. Giving and receiving compliments.</p> <p>Year 5 I can describe the dreams and goals of a young person in a culture different from mine.</p>	<p>PSHE Outcomes:</p> <p>Year 6 Taking personal responsibility. Understanding how substances affect the body. Investigating exploitation, including 'county lines' and gang culture. Exploring emotional and mental health. Managing stress.</p> <p>Year 5 Describe the different roles food can play in people's lives and can explain how people can</p>	<p>PSHE Outcomes:</p> <p>Year 6 Identifying mental health worries and sources of support. Exploring love and loss. Managing feelings. Exploring power and control. Exercising assertiveness. Take responsibility with using technology and being safe online.</p> <p>Year 5 Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to</p>	<p>PSHE Outcomes:</p> <p>Year 6 Exploring self-image and body-image Understanding puberty and changeable feelings. Understanding the process of conception to birth. Reflecting on change. Discuss physical attraction, respect and consent, boyfriends/girlfriends, awareness of sexting. Transition to secondary school.</p> <p>Year 5 Describe how boys' and girls' bodies change during puberty.</p>

Understand rights and responsibilities as a British citizen. Make choices about my own behaviour can impact on a group.	direct and indirect types of bullying. Know ways to encourage children who use bullying behaviours to make better choices and how to support children being bullied.	Reflect on how relate to my own.	develop eating problems relating to body image pressures. Respect and value their body.	use technology in ways that may be risky or cause harm to myself or others.	Express how I feel about change that will happen to me during puberty.
<u>Writing Opportunities:</u> <u>Years 5/6</u>	<u>Writing Opportunities:</u> <u>Years 5/6</u>	<u>Writing Opportunities:</u> <u>Years 5/6</u>	<u>Writing Opportunities:</u> <u>Years 5/6</u>	<u>Writing Opportunities:</u> <u>Years 5/6</u>	<u>Writing Opportunities:</u> <u>Years 5/6</u>
<u>Topic overview:</u> Amazon Rainforest	<u>Topic Overview:</u> World War One	<u>Topic Overview:</u> <u>Term Three:</u> Mountains, Volcanoes and Earthquakes <u>Term Four:</u> The Mayans		<u>Topic Overview:</u> <u>Term Five:</u> Jamaica <u>Term Six:</u> Anglo-Saxon and Scots settling in England	

<p>Maths:</p> <p>Year 6 Place value revision, Four operations—formal/written methods and mental strategies, introduction to algebra, calculations with fractions, understanding word problems, converting units of measurement, times tables practice</p> <p>Year 5 Number & Place Value, Number Addition & Subtraction, Statistics.</p>	<p>Maths:</p> <p>Year 6 Abacus and White Rose schemes of work and SATs practice (arithmetic & problem-solving/reasoning) Four operations—formal written methods and mental strategies Introduction to algebra and decimals- including calculations with Fractions. Understanding word problems.</p> <p>Year 5 Number: Multiplication and Division. Measurement: Perimeter & Area.</p>	<p>Maths:</p> <p>Year 6 Abacus and White Rose schemes of work and SATs practice (arithmetic & reasoning) Mental calculations Decimals, percentages, fractions Written methods (4 operations) Place value Properties of shape Measures (including time, money and conversions)</p> <p>Year 5 Number: Multiplication & Division. Fractions.</p>	<p>Maths:</p> <p>Year 6 Abacus and WhiteRose schemes of work SATs practice and revision (arithmetic & reasoning).</p> <p>Year 5 Fractions Number: Decimals & Percentages Consolidation</p>	<p>Maths:</p> <p>Year 6 Abacus and WhiteRose schemes of work SATs practice and revision (arithmetic & reasoning) Weekly after-school SATs revision drop-in sessions.</p> <p>Year 5 Decimals Geometry: Properties of shape</p>	<p>Maths:</p> <p>Year 6 Consolidation of arithmetic and reasoning through investigations and word problems. Transition project: number walls.</p> <p>Year 5 Geometry: Position & Direction Measurement: Converting Units Measurement: Volume</p>
<p>Science Solar System</p>	<p>Science Evolution & Inheritance</p>	<p>Science Plant Life Cycles</p>	<p>Science Materials - Compare and group materials</p>	<p>Science Living Things - Life Cycles</p>	<p>Science Living Things and Habitats - Classification</p>
<p>ICT 3D Modelling</p>	<p>ICT Blogging</p>	<p>ICT Text Adventures</p>	<p>ICT Coding</p>	<p>ICT Online Safety</p>	<p>ICT Game Creator</p>
<p>R.E. Islam - What is the best way for a Muslim to show commitment to God?</p>	<p>R.E. Christianity - How significant is it that Mary is Jesus's mother?</p>	<p>R.E. Christianity - Is anything ever eternal?</p>	<p>R.E. Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>R.E. Judaism - What is the best way for a Jew to show commitment to God?</p>	<p>R.E. Islam - Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
<p>Art/DT: Amazon Rainforest Artwork Solar System Artwork</p>	<p>Art/DT: World War One Artwork Evolution Artwork</p>	<p>Art/DT: Plant Artwork Mountains, Volcanoes & Earthquake Artwork</p>	<p>Art/DT: Mayan Artwork</p>	<p>Art/DT: Life Cycle Artwork Jamaica Artwork</p>	<p>Art/DT: Anglo-Saxon Artwork</p>
<p>Music Years 4/5/6 Inside Music (a progressive musical education programme will be</p>		<p>Music Years 4/5/6 Inside Music (a progressive musical education program will be</p>		<p>Music Years 4/5/6 Inside Music (a progressive musical education programme will be</p>	

<p>used to develop - pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics, and texture aligned to practical activities of performing, listening, and thinking</p> <p>Musical notation and instrumental work will be used to enhance this programme</p>		<p>used to develop - pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics, and texture aligned to practical activities of performing, listening and thinking</p> <p>Musical notation and instrumental work will be used to enhance this programme</p>		<p>used to develop - pitch, rhythm [duration], structure, timbre, tempo, metre, dynamics and texture aligned to practical activities of performing, listening and thinking</p> <p>Musical notation and instrumental work will be used to enhance this programme</p>	
<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Greetings, Name, Family.</p>	<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Numbers, Age, Playground Games.</p>	<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Happy Birthday, Party Games, Body Parts.</p>	<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Colours, Monsters, On the way to School.</p>	<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Where in the World is French spoken, On our Travels.</p>	<p>FRENCH Years 4/5/6 https://www.lightbulblanguages.co.uk/resources-pr-fr-schemeofwork.htm#y4</p> <p>Weather, Numbers, Dates.</p>
<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Cricket</p>	<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Gymnastics</p>	<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Dance</p>	<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Hockey</p>	<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Rounders</p>	<p><u>Games/P.E.</u> Years 4/5/6</p> <p>Athletics</p>
<p>EMOTIONAL LITERACY: EMPATHY - Years 5/6 Compare my own needs with children indifferent communities. Empathise with feelings and actions of others. "Now that I know...I can understand why..."</p>	<p>EMOTIONAL LITERACY: CHALLENGING NORMAL - Years 5/6 Awareness of attitudes towards differences and perceived differences in society. "... .. could affect somebody's life by..." "People may behave in this way because..."</p>	<p>EMOTIONAL LITERACY: RESILIENCE - Years 5/6 Understanding challenges and setting realistic goals. Work with others to make the world a better place. "In light of we could to make the world a better place."</p>	<p>EMOTIONAL LITERACY: WELL-BEING - Years 5/6 Keeping ourselves emotionally and physically healthy and developing strategies to manage stress and pressure. "I recognise when I feel...."</p>	<p>EMOTIONAL LITERACY: RESPECT - Years 5/6 Exploring strategies to deal with extreme emotion and take responsibility for our own safety and well-being and recognise when someone is trying to dominate or overpower a situation. "I recognise that....is trying to exert power by...." "I understand that....may act in this way because...."</p>	<p>EMOTIONAL LITERACY: MANAGING CHANGE Years 4/5/6 Understanding relationships between people. Look at current personal, local and global changes and determine ways to address our own roles in making change happen. "We need to change....dueto"</p>

