

## Whitehouse Primary Curriculum Overview - Cycle A

| Term 1- Autumn         |  |  | Term 2 – Spring  |  | Term 3 – Summer   |  |
|------------------------|--|--|--|--|---|--|
| History /<br>Geography | History – Stone Age  |  | Geography - Italy  |  | History – Romans  |  |
|                        | How did daily life change from the Stone Age to the Iron Age?  Link back to Saltburn with Neolithic artefacts being found. |  | What are the similarities and differences between my region and Campania, Italy?  Link to the Romans |  | The Raging Romans  How did the Roman Empire impact Britain?   |  |
| English<br>book study  | Coming to England by Floella<br>Benjamin   | Nen and the Lonely Fisherman by lan<br>Eagleton  | Stone Age Boy by Satoshi Kitamura  | Big Blue Whale by Nicola Davies,<br>This Morning I Met a Whale by Michael<br>Morpurgo                              | Journey by Aaron Becker, Tilly Mint<br>Tales by Berlie Doherty  | Zeraffa Giraffa by Dianne Hofmeyr  |
| Writing outcomes       | Recount: write a letter in role recounting events of the story   | Fiction: write a fantasy story based on a classic tale                                   | Fiction: write a story set in the Stone Age  | Persuasion: write an informative article   | Fiction: write an adventure story   | Persuasion: write a leaflet  |
| Guided reading         | Boy at the back of the class   |  | Explorer   |  |   |  |
| Maths                  | Number and place value   | Measurement  Multiplication and division   | Multiplication and division  Measurement   | Number fraction (decimals)   | Number fraction (decimals)  Measurement -Money and time   | Statistics<br>Geometry – properties of shapes  |
|                        | Addition and subtraction   |  | Number fraction (decimals)   |  |   | Geometry – position and direction  |
| Science                | Animals including humans -What does the human skeleton look like? -Why do we have bones? How do our muscles work?          | Rocks -What are rocks and how are they formed? -What are soils? -How are fossils formed? | Animals including humans  Why is nutrition important?  | Forces and magnets -What are forces? -How do magnets work? -Which materials are magnetic? -How strong are magnets? | Plants -What do plants need? - What are the functions of different parts of a plant? - How is water transported in plants? -How does seed dispersal work? | Light -What is light? -Is the sun dangerous? -How do mirrors work? -What are shadows?y |
| Eco Schools            | Energy   | Water and marine   | Biodiversity   | Litter and Recycling   | Global Citizenship  | Healthy Living   |
| A&D                    | Monochromatic (Y4)   |  | Chromatic (Y4)   |  | Sculpture (Y3)  |  |
| D&T                    |  |  |  |  |   |  |
| Music                  | Ballads  |  | Pentatonic melodies and composition  |  | Adapting and transposing motifs Theme: Romans   |  |
| RE                     | What is it like for someone to follow God?   | What is the 'trinity' and why is it important to Christians?                             | How do festivals and worship show what matters to Muslims?   | How do festivals and worship show what matters to Jewish people?   | What do Christians learn from the creation story?   | How and why do people try to make the world a better place?                            |
| PE                     | SAQ<br>Tag Rugby   | Dance  | Gymnastics   | Athletics  | Throwing and catching   | Rounders   |
| MFL                    | French – Pets  | French – At home   | French - School subjects   | French – Sports/hobbies  | French - Play an instrument   | French – Weather and seasons   |
| PSHRE                  | Families and   | relationships Y4   | Health and wellbeing   | Citizenship  | Safety and the changing body  | Economic wellbeing   |
| Computing (mixed ¾)    | Online Safety lessons 1-3  | Computing systems and networks: journey inside a computer                                | Video – trailers using Ipads   | Online Safety lessons 4-6  | Data Handling: Comparison cards on databases  | Programming using Scratch  |
| British Values         | Rule of Law  | Democracy  | Tolerance of other faiths and beliefs  | Mutual Respect   | Individual Liberty and Justice  |  |

| School Values | Respect & acceptance                                     | Resilience | Aspiration & ambition  | Reflection &<br>learning | Empathy   | Creativity |
|---------------|--|------------|--|--------------------------|---|------------|
| RRSA          | Article 12:, Article 2: ,Article 38: , Article 23:       |            | Article 14: ,Article 17: ,Article 29: Article 27:            |                          | Article 24: , Article 6: ,Article 31:   |            |
| Reflect ED    | New skills and Reflecting 2. Growth Mindsets 3. Mistakes |            | Successful learners 2. Reading 3. Problem solving and memory |                          | <ol> <li>Successful learners 2. Growth mindset 3. Metacognitive talk 4.         Plan, monitor and evaluate 5. Reading 6.Checking for understanding 7. Practice, coaching and feedback 8. Problem solving and memory 9. Cooperative learning and teamwork 10.     </li> <li>Summary of learning</li> </ol> |            |