

Oak Class (Y4,5,6) Curriculum Intent Overview 2020-2021

KS2 Year 'C'

PSHE						
PSHE focus days/weeks	Growth Mindset Wow Day (23/10 BMX) Identifying trusted adults School Council elections Black History Month (October)	Anti-bullying Week Children in Need fundraising	Safer Internet Day Feeling Good Week (healthy body and minds) Y6 Crucial Crew	Sports/Comic relief fundraising Young Carers Assemblies	Visit to Place of Worship Road safety/cycling proficiency/scooter ability First Aid	Chauncy Community Day Local or Global Charity fundraising KS2 Summer fair –Young Entrepreneur
KS2 Year C	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	similarities, differences , unique , identify, individuality, gender, stereotypes, influence, challenge, resilience, Growth Mindset, marvellous mistakes, trusted adult	spending, saving, tracking, current accounts, savings, store card, credit cards, loans, 'value for money', risks, bank, building society	accident, emergency, dial 999, wellbeing, first aid, head injury, emergency services	relationship , communication, internet, social media, images, consent, personal information, pressure, inappropriate contact, personal safety	drugs, smoking, vaping, nicotine, alcohol, caffeine, medicines, law, legal, illegal, risk, wellbeing, trusted adult	job, career, voluntary, community , qualifications, collage, apprenticeship, university, stereotype, local, national, global
ENGLISH AND MATHS						
For the 2020/2021 academic year, the school has chosen to adopt the HfL English and maths catch up programmes. This is because our children missed a significant amount of classroom teaching and the programme aims to cover the most significant parts of the curriculum which were missed during school closures, whilst also moving children on to new learning so they do not fall behind.						
RELIGIOUS EDUCATION						
½ termly Christian Values	Respect	Love	Forgiveness	Patience	Honesty	Thankfulness
KS2 Year C	What might be the most difficult aspect of being a Jew, Christian or Muslim in Britain today? Was Jesus the Messiah? (UC Incarnation) What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)		What does it mean if God is holy and loving? (UC God) Creation and Science – can religion and science both be right? (UC Creation) (Christianity, Judaism, Hinduism, Islam) How is Easter celebrated around the world? (Visit to Easter Experience)		Why are places of worship special? What are their special features? Link to whole school visit Why were all the sacred texts written so long ago and are they still relevant? (Christianity, Islam, Hinduism) Does prayer make a difference? How does prayer enhance worship? What would Jesus do? (UC Gospel)	
	diversity, reflecting, rites of passage, sacred rituals, religious concepts, spiritual, believer, Messiah, symbol, artefact, Church service, reading, order of service		Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Passover, Easter, prayer, stillness, reflection		Vocabulary for features of place of worship visited, The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita, wisdom, sacred text	

HISTORY			
KS2 Year C	How were Egyptians mummified and how do we know?	What problems did the Mayans face that could explain their decline?	What do you think has been the most significant legacy of the Ancient Greeks and why?
	Archaeologist, historical enquiry, ancient, source of evidence , infer, civilisation, society, mummification, excavation, hierarchy, hieroglyph, canopic jar, pyramid, Tutankhamun, , pharaoh, Nile, afterlife, sarcophagus, Anubus, Howard Carter, significant figure	Source of evidence, change, cause, social , economic, cultural, political, civilisation, conclusion, nobles, creation, sacrifice, agriculture, astronomy, calendar, Ahahu, astrology, Barcabs, Batab, Birth chart, Cacao, Ceiba, City-state, codex, drought, deforestation.	Historical enquiry, source of evidence, change, similarities, difference, continuity , City state, democracy, citizen, government, architecture, culture, empire, slaves, Olympic, marathon, myth, interpret, legacy, impact. Athens, Sparta, Homer, Hippocrates, architecture, column, slavery – link to Black and local history, significant figure.
GEOGRAPHY			
KS2 Year C	How does life by the River Thames compare to life by the River Nile?	What is life like in the Amazon?	What are the similarities and differences between England and Greece?
	map, United Kingdom, river, source, mouth, river basin, river, stream, source, precipitation , sources, mouth, tributary, estuary, meander, upstream, downstream, erosion, transportation	World map, globe, continent , country, region, longitude, latitude, tropic of Capricorn, N,S,E,W, river, river basin, source, mouth, equator, vegetation, settlement, tropical, Amazon basin, natural resources, biome, compass.	Europe, population, crop, climate , human and physical features
ART AND DESIGN			
KS2 Year C	What are the characteristics of African art?	National Gallery – Take one Picture	Greek pottery – vessels to carry water and wine or great art masterpieces? What's special about Greek architecture?
	pattern, colour, materials , expression, simplistic, design , inspired, contrast, surroundings, bold, bright, shape	(see notes relevant to painting selected) observe, sketch , record, review, paint charcoal, pencil, tone, emphasis, shape, pattern , harmony, contrast, artist, texture	sculptor , clay, structure, decorative, moulding, balance, symmetry, coiling, pointed, pillars, columns
DESIGN AND TECHNOLOGY			
KS2 Year C	What is a Kente cloth strip? (African weaving)	How can I use mechanical systems in my design? (K'nex Challenge through setpoint)	How much money can I make from a fiver? Young enterprise Fiver Challenge designing a stall for the school summer fair (savoury food) What can we grow in our allotment?
	research, investigate, analyse, design, make , cut, shape, join, finish, accurately, textile, aesthetic	design, evaluate, construct , plan, mechanical, gears pulleys, cams, levers, circuit, motors, join, improve	research, evaluate, analyse , product, generate, communicate, experiment, grow, maintain diet healthy, seasonality
COMPUTING			
Year 5/6 Year A	Unit 5.1 Coding What does simulating a physical system mean?	Unit 5.2 Online safety Why are passwords so important?	Unit 5.3 Spreadsheets How would you add a formula so that the cell shows the product of two other cells?
	Action, alert, algorithm, bug, code design, command, control, debug , design mode, if/else, conditional command, input, output , object, repeat, sequence, selection, simulation, timer, variable.	E-safety , smart rules, password, characters , reputable, encryption, code , identity theft, shared image, website , plagiarism, citations, reference, bibliography.	Average, symbols, advance mode, columns, cells, charts, equal tools, formula wizard, move cell tool, random tool, rows, spin tool, spreadsheet , timer.

MODERN FOREIGN LANGUAGE (FRENCH)								
KS2 Year C	Hello! How are you? Can I tell you about myself?		Do you like what I'm wearing?		What do you like to eat?			
	Bonjour, comment ca va? Je m'appelle Au revoir. J'ai.....ans		Je porte... Colours as adjectives, items of clothing		J'aime, Je n'aime pas, Qu'est-ce que tu aimes? Various foods.			
MUSIC								
Composer of the half term		Bach	Stravinsky	Mozart	Verdi	Tchaikovsky	John Williams	
KS2 Year C	How can I use musical notation to perform and compose using tuned instruments (recorder)?		How can we prepare singing, percussion and tuned instruments for our Christmas performance?		Music Express 4 - Ancient Worlds (Egypt) How can we change dynamics and layers of sound?		Music Express 6 – Roots (West African music) What is traditional and historical music from Africa like?	
	Compose, composition, improvise, notation, melody, tempo, pitch, rhythm, expression, tune, beat, note, crochet, quaver, chord		accompaniment, instrument, performance, recital, percussion, rhythm, timbre, tempo, pitch, harmony, volume, control, vocal		Loud, quiet, notes, phrases, pitch –high/low, texture, traditional, voices, singing, drumming, percussion, melody, powerful, rhythmic, harmony, energy.		Loud, quiet, notes, phrases, pitch –high/low, texture, traditional, voices, singing, drumming, percussion, melody, powerful, rhythmic, harmony, energy.	
PHYSICAL EDUCATION								
KS2 Year C	Can I improve my skills and knowledge of invasion games (basketball, netball)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?		Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year)? Can I develop and improve my knowledge and skills in gymnastics?		Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in striking and fielding games (kwik cricket)? 6 weeks' intensive swimming lessons Can I plan and perform dances?			
	tactics, team mate, co-operate, attack, defend, pass, knock-on, control, speed, awareness, score, position, accuracy, possession, contact, distance, marking		performance, flexibility, improve, control, sequence, phrase, movement, technique, quality, finish, balance, apparatus, direction, speed, level, rotate, travelling		athletics, athlete, personal best, improvement, performance, fielding, batting, scoring, wicket, stump, bowl, underarm, overarm, track events, field events			

SCIENCE			
KS2 Year C	<p>Electricity</p> <p>Sound</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Force and magnets (cover levers and pulleys)</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. <ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Understanding plants</p> <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Relate knowledge of plants to studies of evolution and inheritance. Relate knowledge of plants to studies of all living thing
	electricity, circuit, battery, switch, cells, wires, bulbs, buzzers, voltage, amp, conductor, insulator, series, parallel, brightness, vibration, pitch, volume, decibels, loudness, faintness	attract, repel, friction, push, pull, magnetic, not magnetic, north pole, south pole, metal, iron, gravity, resistance, force meter, newton metre	deciduous, evergreen, wild, cultivated, roots, stem/branch, flower, petal, seed, nutrients, pollen, sepal, filament, anther, ovule, ovary