

Bratton Fleming Community Primary School

Curriculum Coverage 2021 – 2022

Year 4-6	Autumn	Spring	Summer
Theme	A Kingdom United WW2	Near, Far, Wherever You Are	People Who Changed the World
Stunning Start	Evacuee Day	Greek Wow Day	Tudor Wow Day
Maths	<p>We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects.</p>		
	<p>White Rose</p> <ul style="list-style-type: none"> Place value Addition & subtraction Multiplication & division Length & perimeter Statistics Fractions Decimals Percentages 	<p>White Rose</p> <p>Year 4/5 Length and perimeter, multiplication and division, fractions, decimals, and percentages https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-4-and-5-Lesson-by-Lesson-Autumn-Spring.pdf</p> <p>Year 6 Decimals, percentages, algebra, converting units, perimeter, area and volume, ratio https://resources.whiterosemaths.com/resources/year-6/</p>	<p>White Rose</p> <p>Year 4/5 Multiplication and division, decimals and percentages, money, time, statistics, and geometry https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-4-and-5-Lesson-by-Lesson-Autumn-Spring.pdf</p> <p>Year 6 percentages, algebra, converting units, perimeter, area and volume, ratio, and geometry https://resources.whiterosemaths.com/resources/year-6/</p>
English – Writing	<p>We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils Imitate (learn a text), Innovate (makes some changes) and then Invent their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. Below are some ideas for text which might be used:</p>		
Texts and Writing Styles	<ul style="list-style-type: none"> My Secret War Diary by Flossie Albright by Marcia Williams (NNL) Goodnight Mister Tom by Michelle Magorian Time Train to the Blitz by Sophie Mckenzie When Hitler Stole Pink Rabbit by Judith Kerr <p>Recipe writing, diary entry, interviews, radio programme, Blitz story writing, newspaper reports and letters.</p> <p>SPaG:</p> <p>Taw (Y4): Twinkl Overview Singular and plural nouns, pronouns, standard English, compound words, adverbs to express time and cause, possessive pronouns, fronted adverbials, prepositions to express time and cause, plural and possessive 's', commas.</p> <p>Taw (Y5): Twinkl Overview Proper nouns, adverbs of possibility, converting nouns and adverbs into verbs, tenses: past & present progressive and present perfect, possessive plural apostrophes, expanded noun phrases, adverbs, degrees of possibility – modal verbs, verb prefixes, verb inflections & standard English, using inverted commas.</p> <p>Torridge (Y6): Twinkl Overview Noun phrases, modal verbs and subjunctive mood, suffixes- noun and adjectives to verbs, relative clauses, commas, pronouns and possessive pronouns, adverbs to show frequency, prefixes, colons in a list, subordinating conjunctions and clauses.</p>	<ul style="list-style-type: none"> The Story of Antigone by Ali Smith (NNL) Who Let the Gods Out by Maz Evans The Usborne book of Greek Myths <p>Write like a journalist:</p> <ul style="list-style-type: none"> Travel guide Review of a Greek myth Retell a Greek myth Agony Aunt Feature piece Write a newspaper report about Pheidippides' run from Athens to Sparta before the Battle of Marathon. Character description – God or Goddess <p>SPaG:</p> <p>Taw (Y4): Twinkl Overview Adjectives, homophones, commas after fronted adverbials, expanded noun phrases, edit and evaluate, determiners, word families, prepositional phrases, verb tenses- present, inverted commas,</p> <p>Taw (Y5): Twinkl Overview Prepositions, prefixes, coordinating conjunctions, using inverted commas, parenthesis – brackets, commas for meaning and clarity, determiners, suffixes, subordinating conjunctions, linking paragraphs with adverbials, direct & indirect speech.</p> <p>Torridge (Y6): Twinkl Overview Synonyms and antonyms, adverbs to show possibility, root words, hyphens, coordinating conjunctions, subject and object, ambiguity, hyphenated compound-words, bullet points, perfect forms of verbs to mark relationships of time and cause,</p>	<ul style="list-style-type: none"> Eyewitness: Tudor My Friend Walter The Secret Diary of Thomas Soot Tudor Boy Spy Treason <p>Persuasive advert for a Tudor house</p> <p>Newspaper article – the Battle of Bosworth Field</p> <p>Letters from Henry VIII to Catherine of Aragon explaining why he wants a divorce</p> <p>Write your own 'horrible history' style fact files about a Tudor figure.</p> <ul style="list-style-type: none"> Diary entry Poetry – iambic pentameter <p>SPaG:</p> <p>Taw (Y4): Twinkl Overview Verb inflections, conjunctions to express time and cause, suffixes, possessive apostrophes, paragraphs, verb tenses- past, prefixes, plural possessive apostrophes, subordinate clauses, organisational devices</p> <p>Taw (Y5): Twinkl Overview Pronouns & possessive pronouns, word families, subordinate clauses, writing cohesive paragraphs, parenthesis – commas, homophones, adverbials/fronted adverbials, dictionary work, relative clauses, editing & evaluating, parenthesis – dashes.</p> <p>Torridge (Y6): Twinkl Overview direct and reported speech, active and passive, semi-colons, colons and dashes to mark clauses, formal and informal speech and vocabulary, layout devices, verb tenses, editing and evaluating, parenthesis, formal and informal writing, cohesion across paragraphs.</p>
English – Reading	<p>We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children's knowledge and experience already gained. Phonics is taught explicitly every day and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum, e.g. Inspire education and phonics knowledge.</p>		
	<ul style="list-style-type: none"> Ashley Booth's Whole Class Reading Scheme Class Novel – Letters from the Lighthouse, Carrie's War and When We Were Warriors. Read Write Inc 	<ul style="list-style-type: none"> Ashley Booth's Whole Class Reading Scheme Class Novel - Greek Myths, Leo and the Gorgon's Curse, Percy Jackson and the Lightning Thief, The Tale of Troy and Who Let the Gods Out? 	<ul style="list-style-type: none"> Ashley Booth's Whole Class Reading Scheme Class Novel - Eyewitness: Tudor, My Friend Walter, The Secret Diary of Thomas Soot, Tudor Boy Spy and Treason. Read Write Inc

Science

During years 3 and 4 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

During years 5 and 6 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

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| • Earth and Space (Y5) Taw and Torridge | • Animals including Humans (Y5, Y6) Taw and Torridge | • States of Matter (Y4) Taw |
| • Light (Y6) Taw and Torridge | • Evolution and Inheritance (Y6) Torridge | • Properties and Changes of Materials (Y5) Taw and Torridge |
| | • Investigate Archimedes' principle by putting different objects into a jug of water with a scale on. Why do they displace different amounts of water? | • Forces (Y5) Taw and Torridge |
| | | • Health during Tudor times |

Art and Design

Pupils should be taught to:

- develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- explore great artists, architects and designers in history.

Curriculum Companion – Capturing Conflict (Page 14) – Wyndham Lewis, Paul Nash, Stanley Spencer, Henry Moore and John Piper.

- Soldier portraits
- Propaganda posters
- Black out poetry

Curriculum Companion – Amazed by Architecture (Page 10)

Ancient Greek pottery

Spanish Armada Return to Spain

- Tudor fashion
- Tudor rose
- Tudor portraits

ICT Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Animation (Y4)
- Radio station (Y5)
- Animated stories (Y6)
- Propaganda posters

- Online safety (Y4/5/6)
- 3D modelling: sketch up (Y5)
- Could you use art software to create a 'Greek key' pattern?
- Control a programmable robot to follow a path similar to a Greek key design.

- Spam emails and messages <https://www.teachingideas.co.uk/tudors/teaching-ideas-for-a-tudor-day>

Design and Technology

Through a variety of creative and practical activities, pupils should be taught:

- the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- They should work in a range of relevant contexts.

[Ventrus DT Curriculum Map](#)

Cooking and nutrition:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

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| • use the basic principles of a healthy and varied diet to prepare dishes | • Greek pottery | • Plan and cook a Tudor feast |
| • understand where food comes from. | • Ancient Greek wreaths | • Build Tudor houses |
| • War time recipes and rationing | • Greek columns | • Make a Pomander |
| • Anderson shelters | | |

Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 		
	<ul style="list-style-type: none"> Locate the countries involved in WW2. Identify continents and countries on a map. Where were children evacuated and why? Where and how was our local area affected by WW? Where did bombing raids take place? Why? Comparison between the city of London and the countryside. 	<ul style="list-style-type: none"> Compare and contrast: regional comparison – European country: Greece Mark the Ancient Greek city states on a map. 	<ul style="list-style-type: none"> Spanish Armada Return to Spain - The Spanish Armada - WJEC - GCSE History Revision - WJEC - BBC Bitesize Compare maps from Tudor times to modern day maps. Plot Sir Francis Drake's (the first Englishman to sail around the world) sail around the world.
History	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. 		
	<p>World War Two</p> <ul style="list-style-type: none"> Timeline Adolf Hitler Jews Evacuees Rationing Propaganda The role of women The Holocaust Concentration camps The Blitz 	<p>Ancient Greece</p> <ul style="list-style-type: none"> Timeline The Olympic Games Greek Gods and Goddesses Battles and wars 	<p>Tudors</p> <ul style="list-style-type: none"> Timeline Family tree Houses Clothes Food and drink Medicines Artefacts Toys Rich and poor people Punishments Shakespeare The Spanish Armada
MFL	<p>The National Oak Academy French https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/french</p>	<p>The National Oak Academy French https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/french</p>	<p>The National Oak Academy French https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/french</p>
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sing and play musically with increasing confidence and control develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		
	Delivered by Music specialist, Mrs J Baker. • War time poems	Delivered by Music specialist, Mrs J Baker.	Delivered by Music specialist, Mrs J Baker.
Physical Education	Delivered by PE specialist, Mr L Day.	Delivered by PE specialist Mr L Day. • Sports Relief • Orienteering • Bikeability	Delivered by PE specialist Mr L Day. • Sports Day • Tudor dancing
PSHE	<p>Being Responsible Coming home on time, looking out for others (Y5) and stealing (Y6)</p> <p>The Working World Chores at home (Y4), enterprise (Y5) and in app purchases (Y6).</p>	<p>Computer Safety Online bullying (Y4), image sharing (Y5) and making friends online (Y6)</p> <p>Keeping/Staying Healthy Healthy living (Y4), smoking (Y5) and alcohol (Y6)</p> <p>Democracy is a concept that comes from the Ancient Greeks. There is some information about it on this website. What do you know about how democracy works? Hold a democratic vote.</p>	<p>Growing and Changing Appropriate touch (Y4), puberty (Y5) and conception (Y6)</p> <p>Tudor punishments were very severe, for example school children were often whipped if they misbehaved. What kind of punishments do you think are appropriate in school? Why might we need them?</p>
Religious Education	<p>Unit U2.8: What does it mean to be a Muslim in Britain today?</p> <p>Christian Christmas story Hinduism – Diwali</p>	<p>Unit L2.12: How are why do people try to make the world a better place?</p> <p>Unit U2.5: What do Christians believe Jesus did to 'save' people? (Easter link)</p> <p>Greek Gods</p>	<p>Unit L2.2: What is it like for someone to follow God?</p> <p>Unit L2.4: What kind of world did Jesus want?</p> <p>Find out about the differences and similarities between the present-day Church of England and the Catholic Church.</p>
Trips/Visitors	Lynton and Lynmouth WW2 Workshop Barnstaple Museum St George's House – residential Working farm	First Aid The Plough Arts Centre	Saunton Sands Ocean Fest Barnstaple Museum
WOW End	WW2 production Barnstaple Museum WW2 class museum	Presentations	Tudor Day