

		Year R	Year 1 & 2	Year 3 & 4	Year 5 & 6
		Four Marks CE Primary School Curriculum Plan Cycle B		<p>YR planning is based on observations and assessments of each child in a spontaneous cycle. In this way we are able to tailor every activity and line of enquiry to the children's current interests and fascinations and provide an individualised learning experience which celebrates and values diversity and the unique child. Some examples of lines of enquiry are below for guidance only. Please note that parents will be informed of topics and variations each half term:</p> <p>What do I know about me? In this Unit children get to know their classmates and consider their own and others' special qualities and different interests. They start to consider the idea of equality.</p> <p>Why are there so many leaves on the ground? This unit develops a basic understanding of seasonal changes. It can also make children aware of the environment around them. The children will explore our YR woodland, playing in the leaves, making dens and exploring natural art. They may consider questions such as: How can I create Autumn's colours?; How do I know that it is colder now than when I was on holiday?; Are all the leaves the same shape?; What has happened to all the leaves that were on the ground?</p>	<p>Fire, Fire! We will be looking at a significant event in history that led to changes (the rebuilding of London). We will look at a range of evidence & explore how different sources give us an insight into what happened in the past. In this unit pupils will explore how we use materials to change the world around us. The children will learn about how the materials used to construct houses has changed over time and linked to information about the Great Fire of London, they will consider how the design of houses, & the materials they were built from, changed as a result of the Great Fire. Pupils will consider reasons why the Great Fire spread so quickly, & debate who they think was most/ least responsible for the Great Fire of London & be able to give reasons for their decisions.</p> <p>In Design and Technology, the children will design and make their own bridges from card & consider the strongest materials and structures. They also predict and observe how quickly different materials burn. The children will investigate artefacts relating to Samuel Pepys, working out who they belonged to. Pupils will learn about modern day fire safety & fire equipment & learn about how this has changed from the time of the Great Fire of London to the present day.</p>
Autumn		<p>Why is it always cold in winter? This unit builds on the children's understanding and wonder of seasonal change. The children may experiment with 'freezing' items in blocks of ice, exploring the best way to get them out. They may consider questions such as: Where do animals go in winter? Where did the snowman go? How can I keep warm? Why can I see my breath? What do you love about winter and how does it make you feel?</p> <p>'What happened to Jack's beans' This unit focusses on changing and growing. Children may visit the local garden centre, and visit our vegetable garden, as well as growing their own plants. This theme would enable children to explore such questions as: What did Jack need to do to make the beanstalk grow? Where do all the flowers come from? Do the biggest seeds make the biggest plants? What could we grow in our vegetable garden? What do I need to grow? They might think about and experience what it feels like to create and sustain life from a seed/bulb, to harvest and eat what they have produced.</p> <p>Children may have visits from various people such as a Doctor, Nurse and Dentist, enabling discussion around future careers and healthy lifestyles.</p> <p>As part of the Easter celebration, children may also look after, and hatch, chicken eggs. They will experience the wonders and feelings when observing creation and new life at first hand.</p>	<p>Take to the Seas This unit explores a famous event, linked to our locality: the sinking of the Mary Rose in the Solent. Pupils will find out about this disaster and what we have learnt about the Tudor period and the sailors aboard the ship due to its discovery and the artefacts recovered. The children will be comparing what life was like in the past with today and looking at a range of primary and secondary sources to find out more about the life of sailors aboard the Mary Rose. We will be visiting the Mary Rose Museum later this term to see the actual ship and further investigate some of the items recovered from the wreck. Through the unit, children will discuss the big question, 'Can any good come out of a disaster?'</p> <p>The children will investigate sliders and levers and create a toy with a mechanism (linked to the sea).</p> <p>Animal in the sea (How animals survive) In this unit, the children will find out about many animals that exist in the sea and coastal habitats and what makes them special. They will learn about their different characteristics and how these can be used to sort and classify animals into groups. Children will also learn to understand the basic needs of humans and how this may differ from other animals.</p>	<p>Temples, Tombs and Treasure This history-based topic is designed to help children understand about one of our key ancient civilisations. We will be learning about life in Ancient Egypt & developing the children's understanding of how the past differs from today & yet has a significant impact on modern times. The children will develop their sense of chronology & become aware of key events in world history. Children will find out about the Ancient Egyptian culture, including gods & goddesses, burial & mummification.</p> <p>They will discover the hidden treasures of the pyramids & Tutankhamen by exploring the suitcase of Howard Carter. The children will also explore where the Egyptian's settled and the part the River Nile played in them choosing these locations. In design and technology, children will be creating their own Egyptian style bread and investigating a healthy and varied diet. In science, they will explore forces & magnets & their effect on the world around them.</p> <p>What's the attraction? In this unit, pupils explore a range of magnetic material and their uses. They will investigate how magnetic forces can both attract and repel and how different magnets have different strengths. The children will then begin to group objects based on this property and make predictions about whether two magnets will repel or attract depending on which poles are facing.</p>	<p>It's all Greek to me! In this unit, pupils will explore how the Greeks influenced modern democracy and government. Did their pioneering nature make them the first real 'geeks' through their achievements in architecture, philosophy, inventions, theatre, art and sport? Pupils will explore equality through gender by comparing the lives of women in Ancient Greece with those of today. They will explore artefacts discovered by archaeologists and how they have told us the story of the Ancient Greek people. The children will explore the relevance of the Greek myths and legends in life today and produce a clay pot, illustrated with their own ideas that have been inspired by their research. Pupils will celebrate food culture and seasonality linked to the Greeks, creating their own Greek-inspired meal.</p> <p>Light and Sound The children will learn that light travels in straight lines and that it reflects off all objects, unless they are black. They will learn that we see light sources when light travels from the source into their eyes, and that we see objects when light is reflected off the object and enters their eyes.</p> <p>The children will also explore how sound spreads out as it travels, and how changing the shape, size and material of an object can change the sound it produces. They will learn that sound is produced when an object vibrates, and how the speed of these vibrations can affect the sound produced.</p>
Spring		<p>Are all mini-beasts scary? This unit enables exploration of the outdoor area and use of scientific equipment. Children can learn how to attract minibeasts to the outdoor area and the importance of minibeasts in the environment. They may consider: Why do spiders need a web? Where do butterflies come from? Does a worm have legs? Why do snails carry their houses around? Why do ladybirds have spots? Children will learn to appreciate how minibeasts are a precious part of our world even though they are tiny. They will look at how they bring beauty to our world, and find out about their amazing power and capabilities and think about why they need to look after them.</p> <p>Were all dinosaurs scary? This unit also explores the children's understanding of similarities and differences and gives them opportunities to sort and group. It also enables them to ask questions that explore adaptation and variation. The may consider questions such as: Why did some dinosaurs have long necks? What did dinosaurs eat? How did dinosaurs defend themselves? Why couldn't the dinosaurs survive the meteor crash?</p>	<p>All around us In this unit, the children will explore what makes Four Marks special; its differences to other villages and how towns and cities are different to a village. The children will learn about the location of Four Marks within the United Kingdom and some key locations in each of the four countries of the UK. They will learn about the human and physical features of the local area and will learn to use maps and the symbols on them to identify different features. The children will begin to learn why compass points are important when describing locations and will follow directions to find the location of different places around the school. The children will then bring all of their learning together to think about what a community needs and will then design a new settlement to include key human and physical features.</p> <p>As part of the Science unit, the children will learn about the life cycles of different plants and animals that live and grow in our country. They will begin to recognise how this model is similar for all, but varies between different animals in a number of ways, such as age, size and reproduction age. Each class will observe their own caterpillars growing into butterflies and will compare their life-cycles to other animals.</p> <p>Across Science and Design and Technology, the children will grow a small variety of vegetables. From this produce, they will then design, make and evaluate their own vegetable soup.</p>	<p>River Deep, Mountain High In this geography-based unit, pupils will build on their learning about Egypt as they follow the course of the Nile from its source to its destination. Pupils will expand their knowledge of how flooding was essential in Ancient Egypt for the growth of crops, and consider how human involvement has changed this in modern Egypt. The children will debate the causes and impact of flooding more generally.</p> <p>Linked to our science unit, pupils will consider the environmental issues impacting riverside habitats and the creatures that live there. They will consider 'What has it got to do with me?' For their Design and Technology, children will explore pneumatics and design their own pneumatic model powered by syringes.</p> <p>Plants and the Environment The children will explore different flowering plants, what they need to grow and how they can vary from plant to plant. They will investigate how water is transported within plants, and the important part that flowers play in the life cycle of flowering plants. The children will identify living things in their local environment, and then wider environments. They will then move on to look at how environments can change and the dangers this can pose to living things.</p>	<p>The Battle of Britain: Bombs, Battles and Bravery This unit will look at the four months in 1940 when the Battle of Britain was fought. Pupils will investigate why the Battle of Britain was so important and how the invention of the RADAR and the Spitfire helped Britain to victory. They will find out about the roles of women in this battle, the lives of evacuees and also consider the effects of World War 2 in our locality, in particular, how Southampton and Portsmouth survived the Blitz. They will consider how lives were impacted by war- and consider loss, bravery & sacrifice. They will consider what relevance the war has with our modern lives now? They will consider the question 'Do we need war in order for there to be Peace?'</p> <p>Forces that Oppose Motion The children will learn all about different forces and use this knowledge to explain why unsupported objects fall to earth. They will also identify the effects of air resistance, water resistance and friction and apply this knowledge to different contexts. The children will learn about different mechanisms, the forces acting on them, and apply these to their own inventions. They will use cams and link their learning to Henry Ford.</p>
Summer					