

Crossfell Class Curriculum 2020 - 2021



| English Curriculum – Year 4 Autumn | | |
|------------------------------------|---|---|
| Unit: | Fiction: Adventure Stories | Fiction: Fantasy |
| Term: | Autumn 1: 7 Weeks (This will be taught to Crossfell 2019-20 Class because of Covid-19). | Autumn 2: 7 Weeks |
| Overview: | <p>Children will read Holes by Louis Sachar to gain an understanding of an adventurous fictional text. Children ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book using the Alan Peat approach to extended writing.</p> <p>End of unit aim: I can write my own adventure story. Impact on reader: To feel like the reader is going on an adventure, to use techniques to make the reader read on.</p> | <p>Children use How to Train Your Dragon to study fantasy. They study plot lines through story maps and learn to create their own, developing characters and settings on a theme. The Alan Peat box clever approach will be used to create an extended piece of writing at the end of this unit.</p> <p>End of unit aim: I can write my own fantasy story based on How to Train your Dragon Impact on reader - To feel a sense of fantasy when reading.</p> |
| Basic Skills: | <p>Children will use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs.</p> <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 2. Recognise and use fronted adverbials. 3. Use direct speech to advance action. 4. Use powerful adjectives and expanded noun phrases 5. Have clear components of a story (problem/resolution) etc. | <p>Children will use dialogue in writing an effective and engaging story. Grammar includes looking at adverbs, adjectives, pronouns, and the use of paragraphs.</p> <ol style="list-style-type: none"> 1. Choose appropriate nouns and pronouns to aid cohesion and avoid repetition 2. Use apostrophes correctly to indicate possession 3. Use and punctuate direct speech 4. Understand and use adverbials to indicate time 5. Understand the difference between plural and possessive |
| Text(s): | Holes by Louis Sachar. | How to train your Dragon by Cressida Cowell. |

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| English Curriculum – Year 4 Spring | | | | |
|------------------------------------|--|--|---|--|
| Unit: | Fiction: Myths and Legends | Non-Fiction: Recounts | Poetry: List Poems and Kennings | Fiction: Stories with Humour |
| Term: | Spring 1: 2 Weeks | Spring 1: 2 Weeks | Spring 1: 2 Weeks | Spring 2: 5 Weeks |
| Overview: | <p>Using Can You Catch a Mermaid, The Seal Children and Beowulf, children to explore legends identify their features. They spot and use powerful verbs and adjectives and develop their understanding of past tense and present perfect verbs.</p> <p>End of unit aim: Children plan and write their own legend.</p> <p>Impact on reader - Features of a Myth will be present</p> | <p>Read Little Mouse’s Big Book of Fears by Emily Gravett and enjoy her unusual style. Children discuss fears they had when they were little and create a recount page for a class book. They write a fictional recount about an animal escaping from a predator.</p> <p>End of unit aim : To write a recount.</p> <p>Impact on reader = Features of a Recount will be present.</p> | <p>Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems.</p> <p>End of unit aim: Children are inspired to write a poem.</p> <p>Impact on reader – To be able to understand a poem has been written.</p> | <p>Using David Walliams’ Billionaire Boy and Mr Stink, children investigate, read and write humorous stories. They exercise their imagination and develop rounded characters as they explore their own humorous style as they investigate the distinctive style of other authors. They investigate dialogue and structure, and organise paragraphs appropriately.</p> <p>End of unit aims: I can write a humorous story using techniques portrayed by David Walliams I can read the full novel (whole group)</p> <p>Impact on reader - To feel a sense of humour when reading the finished story.</p> |
| Basic Skills: | <ol style="list-style-type: none"> 1. Use powerful verbs and adjectives. 2. Use the present perfect rather than simple past tense 3. Understand that writing can be 3rd or 1st person. 4. Use and punctuate direct speech. 5. Use apostrophes in possessives. | <ol style="list-style-type: none"> 1. Understand grammatical terms: verb, noun, adjective, adverb. 2. Use adverbs and adverbials (prepositional phrases which act as adverbs). 3. Use past tense 4. Begin to understand the perfect form of verbs. | <ol style="list-style-type: none"> 1. Use grammatical categories: Noun, adjective, verb, adverb and preposition 2. Use prepositions to express time or place. 3. Write sentences with more than one clause using a wider range of connectives. | <ol style="list-style-type: none"> 1. Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. 2. Recognise and begin to use possessive apostrophes correctly for singular and plural nouns. 3. Use apostrophes in contractions. 4. Revise sentences with different forms: statements, commands, questions and exclamations. |
| Text(s): | <p>How to Catch A Mermaid by Jane Ray The Seal Children by Jackie Morris Beowulf retold by Michael Morpurgo</p> | <p>Little Mouse’s Book of Fears by Emily Gravett</p> | <p>A variety of poems selected from The Works.</p> | <p>Mr Stink by David Walliams Billionaire Boy by David Walliams</p> |

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| English Curriculum – Year 4 Summer | | | | |
|------------------------------------|--|--|---|---|
| Unit: | Non-Fiction: Non-chronological/Chronological reports | Non-Fiction: Persuasive writing | Poetry: Nonsense poems | Fiction: Imaginative stories |
| Term: | Summer 1: 3 Weeks | Summer 1: 2 Weeks | Summer 1: 2 Weeks | Summer 2: 6 Weeks |
| Overview: | <p>By discussing a range of identified books, children will investigate non-chronological reports. They will discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.</p> <p>End of unit aim: To write a Non-Chronological and a Chronological report.</p> <p>Impact on reader – To be able to identify structure and features of these report styles.</p> | <p>Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo by Anthony Browne and Rainbow Bear by Michael Morpurgo before moving on to analysing different persuasive writing.</p> <p>End of unit aim : To write a persuasive text.</p> <p>Impact on reader – To be persuaded.</p> | <p>Using Edward Lear’s Book of Nonsense, The Pobble With No Toes, and Jabberwocky by Lewis Carroll, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry.</p> <p>End of unit aim: To write a Nonsense poem</p> <p>Impact on reader – To be able to identify that a Nonsense poem has been written.</p> | <p>Using Charlie and the Chocolate Factory by Roald Dahl, children will gain a sense of understanding into imaginary fiction. Children will ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They will describe settings, characters and feelings using techniques used by Roald Dahl.</p> <p>End of unit aim: To write an imaginative story using Roald Dahl’s style.</p> <p>Impact on reader -To be able to see how children’s imagination has been used when reading the finished story.</p> |
| Basic Skills: | <ol style="list-style-type: none"> 1. Present tense of verbs. 2. Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause. 3. Use present perfect forms instead of simple past. | <ol style="list-style-type: none"> 1. Use and punctuate direct speech. 2. Use the present perfect form of verbs in contrast to the past tense. | <ol style="list-style-type: none"> 1. Recap on grammar terminology from Year 2. 2. Use and understand grammatical terminology 3. (Identify and use) fronted adverbials. 4. Revise the grammatical categories – nouns, verbs, adjectives and adverbs. | <ol style="list-style-type: none"> 1. To write a number of paragraphs which link and create flow. 2. Use the present perfect forms of verbs in contrast to the past tense. 3. Use adjectives, powerful verbs and adverbs to add description. 4. To create a story map or use other story planning tool. 5. To use structured, key components of a story (problem/resolution) etc. 6. To write a story using the Alan Peat approach (Who, Where) etc. |
| Text(s): | <p>The Wolves in the Walls by Neil Gaiman Wolves by Emily Gravett Top Gun of the Sky by Martin Bradley</p> | <p>The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies</p> | <p>Edward Lear’s Book of Nonsense: Usborne Illustrated Originals The Pobble With No Toes - Group Reader</p> | <p>Charlie and the Chocolate Factory</p> |

Crossfell Class Curriculum 2020 - 2021



| Maths Curriculum – Year 4 Autumn | | | | | | |
|----------------------------------|---|---|--|--|---|---|
| Unit: | Number and Place Value | Addition and Subtraction | Addition and Subtraction | Measurement length and perimeter | Multiplication and Division | Consolidation |
| Term: | Autumn 1: 4 Weeks | Autumn 1: 2 Weeks | Autumn 2: 1 Week | Autumn 2: 1 Week | Autumn 2: 3 Weeks | Autumn 2: 1 Week |
| Overview: | I can count in multiples of 6, 7, 9, 25 and 100. | I can add numbers with up to 4 digits using efficient methods. | I can solve two-step addition problems deciding which operations and methods to use and why. | I can convert between different units of measure. | I can recall multiplication and division facts for \times and \div up to 12×12 . | Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced. |
| | I can find 1000 more or less than a given number. | I can subtract numbers with up to 4 digits using efficient methods. | I can solve subtraction two-step problems deciding which operations to use and why. | I can measure and calculate the perimeter of a rectilinear figure in cm and m. | I can use place value and known derived facts to multiply mentally. | |
| | I can count backwards through zero to include negative numbers. | I can estimate to check answers to a calculation. | | I can find the area of rectilinear shapes by counting squares. | I can use place value and known derived facts to divide mentally. | |
| | I can recognise the place value of each digit in a four-digit number. | I can use inverse operations to check answers to a calculation. | | | I can multiply three numbers together. | |
| | I can compare and order numbers beyond 1000. | | | | | |
| | I can identify, represent and estimate numbers. | | | | | |
| | I can round any number to the nearest 10, 100 or 1000. | | | | | |
| | I can solve number and practical problem that involve all of the above. | | | | | |
| | I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | | | | | |

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| Maths Curriculum – Year 4 Spring | | | | | | |
|----------------------------------|--|--|--|--|--|---|
| Unit: | Multiplication and Division | Measurement: Area | Number: Fractions | Number: Fractions | Number: Decimals | Consolidation |
| Term: | Spring 1: 3 Weeks | Spring 1: 1 Week | Spring 1: 2 Weeks | Spring 2: 2 Weeks | Spring 2: 3 Weeks | Spring 2: 1 Week |
| Overview: | I can recognise and use factor pairs in mental calculations. | I can convert between different units of measure. | I can recognise and show, using diagrams, families of common equivalent fractions. | I can add and subtract fractions with the same denominator. | I can recognise and write decimal equivalents of any number of tenths or hundredths. | Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced. |
| | I can multiply two-digit numbers by one-digit number. | I can measure and calculate the perimeter of a rectilinear figure in cm and m. | I can count up and down in hundredths. | I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. | I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. | |
| | I can multiply three-digit numbers by one-digit number. | I can find the area of rectilinear shapes by counting squares. | I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. | | I can find the effect of \div a number by 10 and 100 and identify the value of the digits in the answer. | |
| | I can solve multiplication and division. problems | | | | I can round decimals with one decimal place to the nearest whole number. | |

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| Maths Curriculum – Year 4 Summer | | | | | | |
|----------------------------------|--|--|--|---|---|---|
| Unit: | Number: Decimals | Measurement Money | Measurement Time | Statistics | Geometry: Properties of Shape | Geometry: position and Direction |
| Term: | Summer 1: 2 Weeks | Summer 1: 2 Weeks | Summer 1: 2 Weeks | Summer 2: 3 Weeks | Summer 2: 2 Weeks | Summer 2: 2 Weeks |
| Overview: | I can recognise and write decimal equivalents of any number of tenths or hundredths. | I can solve measure and money problems involving fractions and decimals. | I can read, write and convert time between analogue and digital 12 and 24 hour clocks. | I can interpret and present data using bar charts. | I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. | I can describe positions on a 2D grid as coordinates in the first quadrant. |
| | I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. | | I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. | I can interpret and present data using time graphs. | I can identify acute and obtuse angles and compare and order angles up to two right angles by size. | I can describe movements between positions as translations of a given unit to the left/right and up/down. |
| | I can find the effect of \div a number by 10 and 100 and identify the value of the digits in the answer. | | | I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs. | I can identify symmetry in 2D shapes presented in different orientations. | I can plot specified points and draw sides to complete a given polygon. |
| | I can round decimals with one decimal place to the nearest whole number. | | | I can solve 'sum problems' using information presented in bar charts, pictograms, tables and other graphs | I can complete a simple symmetric figure with respect to a specific line of symmetry. | |
| | I can compare numbers with the same number of decimal places. | | | I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs. | | |

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| Science Curriculum – Year 4 | | | | | | |
|-----------------------------|---|--|---|---|---|---|
| Unit: | Animals Including Humans | Electricity | Living Things and their Habitats | Sound | Uses of Everyday Materials and States of Matter | Scientists and Inventors |
| Term: | Autumn 1: 7 Weeks | Autumn 2: 8 Weeks | Spring 1: 6 Weeks | Spring 2: 6 Weeks | Summer 1: 5 Weeks | Summer 2: 6 Weeks |
| Overview: | I can describe the simple functions of the basic parts of the digestive system in humans. | I know what the words conductor and insulator mean. | I can recognise that living things can be grouped in a variety of ways. | I can investigate how sounds are made. | I can identify the properties of a solid, liquid or gas. | I can describe Gerald Durrell and his conservation work in Madagascar. |
| | I can label a diagram of the human digestive system. | I can identify common appliances that run on electricity. | I can group living things under different categories. | I know that sounds are made when an object vibrates. | I can compare and group materials together, according to whether they are solids, liquids or gases. | I can give five facts about Alexander Graham Bell's life and work. |
| | I can name the different types of teeth in humans. | I can name electrical components (cells, wires, bulbs, switches and buzzers). | I can explain what a classification key is and use different types of keys. | I can explain how vibrations from sounds travel through medium to the ear so that they can be heard. | I can observe that some materials change state when they are heated or cooled. | I can present their research into Alexander Graham Bell to an audience. |
| | I can explain the functions of the different types of teeth. | I can construct a simple series electrical circuit so a bulb lights and predict 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. | I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | I can find and describe relationships between the pitch of a sound and features of the object that produced it. | I can measure or research the temperature at which this happens in degrees Celsius. | I can sort facts about the scientists who discovered oxygen. |
| | I can describe why it is important to clean your teeth regularly. | I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | I can label living things in the local and wider environment | I can find relationships between the volume of a sound and the strength of the vibrations that produced it. | I know that when changes happen sometimes they can be reversed and sometimes they cannot. | I can sort statements to describe Lord Kelvin's life and work. |
| | I can identify the different types of teeth in humans and their simple functions. | I know that a bulb will be brighter if there is more than one battery. | I can discuss how environments can change (global warming etc.). | I can recognise that sounds get fainter as the distance from the sound source increases. | I can identify that when changes cannot be reversed, new materials are made. | I can use given ingredients to invent their own toothpaste. |
| | I can follow a simple food chain. | I can draw a simple circuit using the correct symbols. | Describe how when environments change, living things can suffer. | I can describe how the ear works. | I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |
| | I can use the vocabulary of food chains. | I can investigate what makes a good conductor and insulator. | | I can label a diagram of the ear. | I can describe how evaporation happens quicker the hotter it is. | |
| | I can construct and interpret a variety of food chains, identify producers, predators and prey. | I can name materials which make good conductors and insulators and explain why we need to insulate our homes. | | I can describe what a sound wave looks like. | | |
| | I know that food chains show the feeding relationships between plants and animals (including humans). | | | | | |

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| Computing Curriculum – Year 4 | | | | | | |
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| Unit: | E-Safety – Using the Internet | Coding and Programming | IT – Digital Literacy | IT- Multimedia | IT- Data Handling | E-safety (Consolidation) |
| Term: | Autumn 1: 7 weeks | Autumn 2: 8 weeks | Spring 1: 6 weeks | Spring 2: 6 weeks | Summer 1: 5 weeks | Summer 2: 6 weeks |
| Overview: | I can reflect on their own digital footprint and behaviour online. | I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. | I can create different effects with different technological tools, demonstrating control. | I can use software to record, create and edit sounds and capture still images. I can think about my chosen audience, who is my sound for? | I can talk about the different ways data can be organised. | I can reflect on their own digital footprint and behaviour online. |
| | I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying. | I can write a program, putting commands into a sequence to achieve a specific outcome. | I can use appropriate keyboard commands to amend text on a device. | I can change recorded sounds, volume, duration and pauses. | I can sort and organise information to use in other ways. | I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying. |
| | I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. | I can give a set of instructions to follow and predict what will happen. | I can use applications and devices in order to communicate ideas, work, and messages. | I can use software to capture video for a purpose. I can tailor my video for a targeted audience. E.g., 3+ video, 7+ video, 9+ video. | I can search a ready-made database to answer questions. | I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords. |
| | I can explain ways to communicate with others online; | I can keep testing a program and recognise when it needs to be debugged; | I can save, retrieve and evaluate work, making amendments. | I can crop and arrange clips to create a shortfilm. | I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table. | I can seek help from an adult when they see something that is unexpected or worrying. |
| | I can describe the world wide web as the part of the internet that contains websites; | I can use variables to create an effect, e.g. repetition, if, when, repeat, loop. | I can insert a picture/text/graph/hyperlink from the internet or a personal file. | I can plan an animation and move items within each animation for playback. | I can talk about the different ways data can be organised. | I can demonstrate understanding of age-appropriate websites and adverts. |
| | I can add websites to a favourites list. I can use search tools to find and use an appropriate website and content. | I can use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable. | I can use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck. | I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, loop, frame rate, record, stop, play, stop motion, stop frame. | I can explore and critique how the media present information. (Silverdale SEMH LO). | I can recognise and discuss how images in the media do not always reflect reality and can affect how people feel about themselves. (Silverdale SEMH LO) |
| | I can seek help from an adult when they see something that is unexpected or worrying. | | | | I can find examples of fake news and discuss why the media may have presented this to the public. (Silverdale SEMH LO). | I can learn about the distribution of images of themselves and others. (Silverdale SEMH LO) |

SEMH/PSCHE Curriculum (Needs met Year 1 to Year 6)

The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|
| Health and Wellbeing: | Relationships: | Living in the Wider World: | Health and Wellbeing: | Relationships: | Living in the Wider World: |
| Be Yourself | Being Together | Be a Team | Be Safe | Respecting Rights | Practical Work |
| I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences. | I can communicate my feelings to others. I can recognise how others show feelings and how to respond. | I can contribute to the life of the classroom. | I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences. | I can say how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. I can say who to tell and I know how to tell them. | Practical and revisiting concepts for consolidation – needs met. |
| I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals. | I can recognise how my behaviour affects other people. | I can help construct, and agree to follow, group and class rules. I can understand how these rules help me. | I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals. | I can understand that people's bodies and feelings can be hurt. I can say what makes me feel comfortable and uncomfortable. | Practical and revisiting concepts for consolidation – needs met. |
| I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings. | I can recognise what is fair and unfair, kind and unkind, what is right and wrong. | I can understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). | I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings. | I can recognise when people are being unkind either to me or others. I can say how to respond, who to tell and what to say. | Practical and revisiting concepts for consolidation – needs met. |
| I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. | I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation). | I can work collaboratively towards shared goals. | I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. | I can recognise that my actions affect me and others. | Practical and revisiting concepts for consolidation – needs met. |
| I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety). | I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another. | | I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety). | I can judge what kind of physical contact is acceptable or unacceptable and how to respond. | Practical and revisiting concepts for consolidation – needs met. |
| I can say who is responsible for helping me stay healthy and safe and ways that I can help these people. | I can recognise and respond appropriately to a wider range of feelings in others. | | | I can understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. | Practical and revisiting concepts for consolidation – needs met. |

Crossfell Class Curriculum 2020 - 2021



| SEMH/PSCHE Curriculum: KS2 Skills – Cycle A | | | | | |
|---|---|--|--|---|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Health and Wellbeing: | Relationships: | Living in the Wider World: | Health and Wellbeing: | Relationships: | Living in the Wider World: |
| Think Positive | Living Together | Working Together | Be Healthy | Equality | Community |
| I can reflect on and celebrate my achievements, identify my strengths, my areas for improvement. I can set high aspirations and goals. | I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support. | I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. | I can make informed choices (including recognising that choices can have positive, neutral and negative consequences). I can begin to understand the concept of a 'balanced lifestyle'. | I can listen and respond respectfully to a wide range of people. I can feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. | I can share that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation. |
| I can show I have deepened my understanding of good and not so good feelings. - I can extend my vocabulary to explain both the range and intensity of my feelings to others. | I can show I am aware of different types of relationship, including those between acquaintances, friends, relatives and families. | I can understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. | I can understand what is meant by the term 'habit' and why habits can be hard to change. | I can understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). | I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. |
| I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them. | I can understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. | I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. | | I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself. | I can understand what being part of a community means, and about the varied institutions that support communities locally and nationally. I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. |
| I can understand what positively and negatively affects my physical, mental and emotional health (including the media). | I can show I am aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so. | | | | I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. |
| RE lessons to be taught in the afternoons of Assessment Weeks: | | | | | |
| | I can explain where Buddhism was founded and by who. I can explain the main beliefs held by Buddhists. | | I can explain which places are special for Buddhists. I can explain what happens at the major Buddhist festival. | | I can explain what the Buddhist holy book is and what is in it. I can name and explain the meaning of Buddhist symbols. |

| Careers Curriculum | | | | | | |
|---|---|---|--|---|---|---|
| The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons. | | | | | | |
| KS2 Overview: | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | This is Me | Enterprise | Be a Team | Transport and Travel | Respecting Rights | Practical Work |
| | I can describe what I am like. | I can show I can use my initiative and be enterprising. | I can give examples of what it means to have a career. | I can give examples of how I could travel to different work destinations. | I can describe the main types of employment in my area: past, present and emerging. | I can identify key qualities and skills employers are looking for. |
| | I can describe what I am good at and what I enjoy doing. | I can make considered decisions about saving, spending and giving | I can give examples of what people like and dislike about the work they do. | I know local methods of transport and the areas they go to. | I can recognise the harm caused by stereotyping and discrimination, and the importance of treating people fairly. | I can say where to get impartial information and support when I need it and how to use of it. |
| | I can explain how to appropriately get what I want. | I know how to make plans and decisions carefully. | I can describe a local business, how it is run and the products and/or services it provides. | I understand the need to pay for transport and factor it into my budget. | I can keep myself safe and well when I am learning and playing. | I can compare information about secondary education choices open to me. |
| | I can identify what I am learning from careers, employability, enterprise activities and experiences. | I know how to make a good impression on other people. | | I can plan a route to and from a place of work. | | I can identify ways of making transitions such as the move from primary to secondary school. |
| | I can evidence my skills as part of a group project. | | I understand the role of technology in travel and transport. | | | |

Crossfell Class Curriculum 2020 - 2021



| Topic Curriculum: History, Geography, Music, Art and Design Technology (Cycle A) | | | | | | |
|--|---|---|--|--|--|---|
| | Geography 'The UK' | Design Technology | Music | History 'The Romans' | History 'Ancient Greece' | Geography 'Around the World' |
| Term: | Autumn 1: 7 Weeks | Autumn 2: 8 Weeks | Spring 1: 6 Weeks | Spring 2: 6 Weeks | Summer 1: 5 Weeks | Summer 2: 6 Weeks |
| Overview: | I can name and locate the countries and cities of the UK. | I can investigate free standing structures. | I can sing with good diction. I can sing in tune songs with a limited range. I can sing a song with two or more parts. | I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain. | I can explain how and why empires grow. | I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. |
| | I can name and locate the countries and cities of the UK. | I can design a structure. | I can perform with expression. I can use correct technique to play instruments. | I understand why the Romans built new roads in Britain. | I can explain the chronology of a timeline. | I can identify lines of latitude and longitude. |
| | I can name and locate the countries and cities of the UK. | I can use a wider range of tools and equipment to begin to make parts for my model. | I can recognise a range of music genres; recognise instruments being played in a piece of music. | I know where some main roads ran to and from, and how they were made. | I can explain how the political system worked in Ancient Greece. | I can use longitude and latitude to find places on maps, atlases and globes. |
| | I can use the eight compass points to describe the location of the countries of the UK. | I can develop a range of practical skills to create bends and more complex parts. | I can express my opinion about pieces of music using appropriate musical vocabulary. I can discuss similarities and differences in pieces of music. | I can describe how different people felt about and reacted to the changes made by the Roman Empire. | I can compare this system with other political systems. | I can describe the key features of the Polar Regions and compare them to the UK. |
| | I can use an atlas or a map to name and locate the main rivers and seas of the UK. | I can select from and use materials and components to make a working marble run. | I can compose a tune using eight notes. | I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. | I can learn about the past from sources including art. | I can compare the climate in the tropics with the UK climate. |
| | I can name and locate some of the counties of the UK using a map. | I can evaluate and improve my design and technology work. | I can compose music that has a recognisable structure (beginning, middle and end). | I can understand what the religious beliefs of the Romans and know about some of the gods and goddesses they worshipped. | I can compare different city-states and recall facts about the battle of Marathon. | I can explain the position and significance of the Prime Meridian. |
| | I can use a map or atlas to identify and locate areas of high ground in the UK. | | I can recognise crotchets, quavers, semibreves and crotchet rests. | I can explain what the Roman baths were and know about the different amenities they contained. | I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek Myth. | I can explain the position and significance of time zones. |
| | I can identify ways that London has changed over time. | | I can begin to be able to recognise some notes on a treble clef staff. | | I can use a range of sources to find out about the Trojan War and present my findings. | |
| | I can explain the importance of the Prime Meridian to London's history. | | I can name some composers and genres of music from different eras. | | | |
| | I can describe how the UK has changed over time. | | | | | |
| Art Links: | I can create a cityscape. | | | I can create a mosaic in the style of the Romans. | I can paint or draw accurate figures. | I can use colours to represent temperature in a piece of work. |