

NATIONAL CURRICULUM CONTENT

TEACHING & LEARNING OUTCOMES

OTHER POINTS TO NOTE

Journey to the West

To include:

- **Geography:** Compare UK to an Asian Country (China)
- **History:** The Shang Dynasty of Ancient China
- **Art & Design:** Chinese Art & Artists
- **Design & Technology:** Chinese Food
- **Music:** Chinese Music
- **PE:** Dance - Chinese
- **Religious Education (RE):** Worship *(Include an in-depth study of Buddhism)*

Possible Educational Visits:

- British Museum
- Chinese Restaurant
- Food Suppliers, e.g. Tesco
- Chinese Music/Dance Workshop
- School Visit by a Local Religious Leader/Buddhist
- [Local Places of Worship – Buddhist Temple](#)

Geography

Place knowledge

- ✓ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- ✓ Describe and understand key aspects of:
 - ⇒ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - ⇒ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ✓ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ✓ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

- ✓ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Art & Design

- ✓ To create sketch books to record their observations and use them to review and revisit ideas
- ✓ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ✓ About great artists, architects and designers in history

Design & Technology

Cooking & Nutrition

- ✓ Understand and apply the principles of a healthy and varied diet
- ✓ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ✓ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Music

- ✓ 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

- Know and locate the countries, capital cities and oceans of the World, in particular the United Kingdom and Asia.
- Understand the key aspects of physical and human geography.
- Obtain information from atlases and maps, including those found on the Internet; identifying different environmental regions and the physical and human characteristics of the UK and China.
- Recognise how different localities relate to each other, e.g. distance.
- Investigate the geographical similarities and differences of the UK and China.
- Explore a variety of maps (e.g. road, satellite, terrain) using direction, scale and key accurately; understanding how to give instructions using compass directions and grid references.

- Plot a variety of relevant historic events onto a chronological timeline.
- Explore what a dynasty is, and where and when the Shang Dynasty were in power.
- Understand the effect the Shang Dynasty had upon China, as well as the world.
- Examine a range of archaeological sites and artefacts: What do they tell us about life during that time?
- Explore the reign of the different Shang kings.
- Look at the royal tombs, including the tomb of Fu Hao which was discovered untouched in the 1970s.
- Examine what towns, cities and homes were like, as well as some of the ways in which people earned a living through farming and craftsmanship.
- Investigate the pictographic writing used during this time period, as well as the first calendar.
- Explore the end of the Shang Dynasty; when the Zhou army attacked and took over the palace.

- Investigate a range of different Chinese art work, including the Terracotta Army; identifying similarities and differences within technique and structure.
- Know about the work and history of great Chinese artists.
- Explore ideas; sketching and recording appropriate observations into sketch books.
- Investigate and experiment with different art techniques; using and combining a range of materials [including, clay].
- Evaluate work and identify possible areas for improvement.

- Recognise some of the cuisine associated with Chinese culture, e.g. rice, noodles, and why it was developed.
- Identify the common ingredients (and food groups) found within a variety of savoury dishes.
- Examine meals in terms of ingredients, nutritional value and cost.
- Use appropriate vocabulary to describe dishes using sensory characteristics, e.g. taste, smell, touch and appearance.
- Prepare and cook a range of Chinese dishes following simple recipes.
- Use appropriate cooking techniques; practising the rules of food hygiene.
- Know the ingredients predominantly produced in China.

- Listen to a wide range of high-quality Chinese music, both modern and traditional.
- Develop and perform musical compositions, using a variety of musical instruments, in the style of different Chinese composers.
- Develop knowledge of the development of music within China's history.
- Use music notation, both informal and formal (staff), to record their compositions.

Resources:

- www.twinkl.co.uk – wide variety of teaching and display resources.

Resources:

- Sculpture Supplies [e.g. Clay, Modelling Tools, Knives, Clay Boards]

Artists:

- Qiu Ying
- Qian Xuan
- Wang Xizhi

Resources :

- Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients.

It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.

Musical Instruments:

- Bells
- Recorder
- Xylophone
- Guitar

- PE**
- ✓ Use running, jumping, throwing and catching in isolation and in combination
 - ✓ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
 - ✓ Perform dances using a range of movement patterns
 - ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Record performances and evaluate.

- RE**
- Understand the different ways that religious groups worship.
 - Identify the symbols and artefacts used in worship.
 - Understand some of the differences within and between religions in their approach to worship and its significance
 - Conduct an in-depth study of Buddhism; identifying its methodology to worship.

- Resources:**
- Religious Stories/Books.
 - Artefacts from a variety of religions.

Metamorphosis

To include:

- **Science:** States of Matter

Possible Educational Visits:

- Science Museum

Working Scientifically

- ✓ 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.

States of Matter

- ✓ Compare and group materials together, according to whether they are solids, liquids or gases
- ✓ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- ✓ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

- Explore the three states of matter (solids, liquids and gases); distinguishing key properties and characteristics.
- Know that freezing, melting, evaporation and condensation are changes of state.
- Know how to use a thermometer to measure temperature in degrees Celsius (°C).
- Understand how materials behave when they are heated or cooled; recognising that different materials melt at different temperatures.
- Know the boiling point of pure water (100°C).
- Explore the properties of gas; knowing that they are materials which have substance and weight.
- Investigate factors that affect evaporation and condensation.
- Understand how water is circulated through the environment in the water cycle.
- **Avoid using materials where heating is associated with chemical change, e.g. baking or burning.**

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: In A State

Incorporate across all topics

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

Computing

- ✓ 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
- ✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

- ✓ 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

- ✓ 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 – *Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*

Suggested Software:

- World Wide Web (www) – Search Engine
- CEOP – www.thinkuknow.co.uk
- LGFL: E-Safety Framework
- LGFL London Mail
- 2Simple Software (& Purple Mash)

Suggested Software:

- 2Simple Software (& Purple Mash): 2Go, 2logo, 2DIY, 2DIY 3D, 2Simulate
- Roamer World (with 2Paint A Picture)
- Purple Mash 2Code: Gibbon Lessons, Debug Challenges Gibbon
- J2Code www.j2e.com/j2code
- Scratch www.scratch.mit.edu
- Flowol3

Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot, Roamer
- Floor Mats/Grids
- FlowGo Interface
- FlowGo Mimics
- Electrical Circuit Components [e.g. Wire, Light Switches, Proximity Switches, Small Pressure Pad Switches, 6V Light Bulbs & Holders, 6V Square Buzzers, Motors]
- K'NEX & Lego Construction Sets

Suggested Software:

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics www.purplemash.com
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel

Suggested Equipment:

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

Pupil should have the opportunity to learn:

- ✓ what positively and negatively affects their physical, mental and emotional health (including the media)
- ✓ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- ✓ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet

Pupil should have the opportunity to learn:

- ✓ to recognise and respond appropriately to a wider range of feelings in others
- ✓ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Pupil should have the opportunity to learn:

- ✓ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- ✓ why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in

PHSE	<ul style="list-style-type: none"> ✓ to recognise how images in the media do not always reflect reality and can affect how people feel about themselves ✓ to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals ✓ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others ✓ to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them ✓ about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement ✓ to differentiate between the terms, 'risk', 'danger' and 'hazard' ✓ to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ✓ to recognise their increasing independence brings increased responsibility to keep themselves and others safe ✓ that bacteria and viruses can affect health and that following simple routines can reduce their spread ✓ that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media ✓ to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong ✓ school rules about health and safety, basic emergency aid procedures, where and how to get help ✓ what is meant by the term 'habit' and why habits can be hard to change ✓ which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others ✓ how their body will, and emotions may, change as they approach and move through puberty ✓ about human reproduction ✓ about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers ✓ strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones) ✓ the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ✓ about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<ul style="list-style-type: none"> ✓ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support ✓ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, ✓ 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 ✓ to be 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 ✓ that their actions affect themselves and others ✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond ✓ the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ✓ to listen and respond respectfully to a wide range of people, to feel confident to raise their 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 ✓ to work collaboratively towards shared goals ✓ to 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 themselves ✓ 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) ✓ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) ✓ to recognise and manage 'dares' ✓ to recognise and challenge stereotypes 	<ul style="list-style-type: none"> different situations and how to take part in making and changing rules ✓ to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ✓ that these universal rights are there to protect everyone and have primacy both over national law and family and community practices ✓ to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation ✓ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities ✓ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ✓ to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ✓ what being part of a community means, and about the varied institutions that support communities locally and nationally ✓ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing ✓ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom ✓ to think about the lives of people living in other places, and people with different values and customs ✓ about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer ✓ to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) ✓ that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment ✓ about enterprise and the skills that make someone 'enterprising' ✓ to explore and critique how the media present information
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- Also to cover:
- **Music:** African Drumming
 - **PE:** Ball Skills – Hockey/Lacrosse
 - **Languages:** Spanish

Music	<ul style="list-style-type: none"> ✓ 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 	Musical Instruments:
PE	<ul style="list-style-type: none"> ✓ Use running, jumping, throwing and catching in isolation and in combination ✓ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	

- Possible Educational Visits:
- African Drumming Workshop

Languages	<ul style="list-style-type: none"> ✓ Listen attentively to spoken language and show understanding by joining in and responding ✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ Present ideas and information orally to a range of audiences ✓ Read carefully and show understanding of words, phrases and simple writing ✓ Appreciate stories, songs, poems and rhymes in the language ✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ✓ Describe people, places, things and actions orally and in writing ✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	
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