**FOXES Curriculum Overview**

**Reading**

| **Autumn** | **Autumn** | **Spring** | **Spring** | **Summer** | **Summer** |
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| * **Ug: Boy Genius of the Stone Age**
 | * The Queen’s Nose
 | * The Boy at the Back of the Class
* Caged Bird Maya Angelou
 | * The Wind in the Willows
* The Walrus and the Carpenter Lewis Carroll
 | * Varjak Paw
 | * The Girl Who Stole an Elephant
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**Writing**

| **Autumn** | **Spring** | **Summer** |
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| * Third person adventure stories
* Persuasive writing (adverts)
* Poems which explore form
* News reports (now published)
* Explanatory texts – builds on CUSP human digestion
 | * First person diary entries (imaginative)
* Stories from other cultures
* Poems which explore form
* Critical analysis of narrative poetry
* Stories from other cultures – builds on CUSP World countries
* Persuasive writing – builds on electrical systems
 | * Newspaper reports – builds on CUSP Ancient Egyptians
* First person diary entries (imaginative) – builds on CUSP Archaeologists and Tutankhamun
* Explanatory texts – builds on CUSP states of matter
* Critical analysis of narrative poetry
* Third person adventure stories
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|  | **Autumn** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **Science** | **INTRODUCE – Animals, including humans*** Teeth and eating
* The digestive system
* Food chains
 | **INTRODUCE – Living things and their habitats*** Living things
* Vertebrates and invertebrates
* Plants
* Classification keys
* Environmental changes

**INTRODUCE – Electricity*** Sources of electricity
* Components
* Apply it
 | **INTRODUCE – States of matter*** Know about states of matter
* Work scientifically with states of matter
* Retrieve

**INTRODUCE – Sound*** Properties
* Movement
* Pitch and loudness
 |
| **History** | **INTRODUCE – Britain’s settlement by Anglo-Saxons and Scots*** Cause
* Anglo-Saxon life in Britain
* Evidence
* Religion
 | **INTRODUCE - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** | **INTRODUCE – Early civilisation*** People and place
* Ancient kingdoms
* Achievements and beliefs
 |
| **Geography** | **INTRODUCE – Human and physical - Rivers*** Features of a river
* Local river
* **iNTRODUCE - Geographical skills and fieldwork**
* Rivers
 | **NTRODUCE – Locational knowledge*** Latitude and longitude
* Location and physical features
* Times zones – day and night
* Latitude and longitude
* Location and physical features
* Times zones – day and night

**INTRODUCE – Human and physical – The Water Cycle*** The process
* The way it works
* The things that influence it
 | **REVISIT – Human and physical*** River features
* River study
* The water cycle

**I** |
| **Art and Design** | * Drawing: n this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.
 | * PaintingIn this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and weton-wet, as well as make tertiary colours. They will respond to the work of artists
 | * Printing and textiles: In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.
* 3D and collage:In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.
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| **Design and Technology** | **Food and nutrition*** Food choices

**Mechanisms**Hinges | **Electrical systems*** Switches and circuits

**Structures** * Designing structures
 | **Textiles** * Fixings and fastenings

**Food and nutrition*** Understanding dietary requirements
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| **Music** | **Guitar Lessons** | **Guitar Lessons** | **Guitar Lessons** | **Guitar Lessons** | **Guitar Lessons** | **Guitar Lessons** |
| **Computing** | **Keychain Computing*** Computer systems and networks
 | **Keychain Computing*** Programming A
 | **Keychain Computing*** Creating media – photo editing
 | **Keychain Computing*** Branching logging
 | **KeychainComputing*** Creating media – audio editing
 | **Keychain Computing*** Programming B
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| **PE** | Y4 Invasion Games-Tag RugbyY4 Dance C1 | Y3 DodgeballY4 Gymnastics C1 | Y4 Dance C2Y4 Invasion Games C1  | Y4 Net and Wall Games C1Y4 Invasion Games C2 | ScootersSwimming | Y4 Striking and Fielding- C1Swimming |
| **PSHE** | **Me and my relationships*** Ok or not ok
* Different feelings
* When feelings change
* Under pressure
 | **Valuing difference*** Can you sort it
* Friends or acquaintances
* The people we share our world with
* stereotyping
 | **Keeping myself safe*** danger, risk or hazard
* medicines – check the label
* know the norms
* keeping ourselves safe
 | **Rights and responsibility*** Who helps us stay healthy and safe
* It’s your right
* How do we make a difference
* In the news
* Safety in numbers
* Why pay taxes
 | **Being my best*** What makes me me
* Making choices
* My school community
* Basic first aid
 | **Growing and changing*** Moving house
* My feelings
* All change
* Preparing for changes at puberty
* Secret or surprise
 |
| **RE** | **INSPIRATIONAL PEOPLE - Christianity**How does believing Jesus is their saviour inspire Christians to save and serve others? | **INSPIRATIONAL PEOPLE - Islam**Why do Muslims call Muhammad the ‘seal of the prophets’? | **INSPIRATIONAL PEOPLE - Hinduism**How does the story of Rama and Sita inspire Hindus to follow their dharma? | **ENCOUNTERING – Sikhism**How does the teaching of the gurus move Sikhs from dark to light? | **RELIGION, FAMILY AND COMMUNITY – Christianity**Why do Christians believe they are people on a mission? | **ENCOUNTERING – Sikhism**How do Sikhs put their beliefs about equality into practice? |