Curriculum Overview: Wimbledon
Academic Year 2022-2023

Subject	Autumn	Spring	Summer
English	**Fiction:** The Koala who could Story structure – problem/resolution **Non-fiction:** Recount - A Day in the life of a Wimbledon Class pupil **Fiction:** The Day the Crayons quit Sentence structure **Non-fiction:** Persuasive letters – The day the crayons quit - persuade them to come back home	**Fiction**: Harry Potter – JK Rowling (film clips) Character development **Non-Fiction**: persuasion – school advert for Hogwarts **Fiction**: The Lost Happy Endings Descriptive Vocabulary **Non-Fiction:** Information text – Anglo-Saxons	**Fiction**: The Tin Forest Setting descriptions **Non-fiction**: Instructions – Making bird feeders (link to Science) **Fiction**: Kassim and the Greedy dragon Characterisation **Non-fiction**: explanation text - How to look after a sea monster
Maths	**Maths No Problem** Mental maths Place Value Addition and subtraction Times tables Multiplication and division Graphs Fractions	**Maths No Problem** Mental maths Fractions Time Money Volume, Mass & Length Area Times tables	**Maths No Problem** Mental maths Geometry Finding and comparing angles Position and movement Roman Numerals (Y4 only) Consolidation of place value, calculations, times tables
Science	<u>**Working Scientifically**</u> • 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		

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	• 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.		
Science	**Animals, including humans** • Name parts of the digestive system and explain their function • Understand how to keep the digestive system healthy • Know the food pyramid and describe a balanced diet **Sound** • Know how sounds are made through vibration • Understand how high and low-pitch sounds are made • Explain how sounds can be damaging and ways to insulate our ears from sounds	**States of matter** • Name the three states of matter and describe the differences • Describe processes used to separate mixtures • Explain how the water cycle works, using key terms **Electricity** • Identify the parts of a basic series circuit • Know how to construct a basic electrical circuit • Explain what makes a good conductor and insulator • Explore how to use electricity safely	**Living things and their habitats** • Know different ways to classify animals • Group animals dependant on their characteristics • Describe the habitats of different animals **Nature and the Environment** • Identify causes and effects of pollution • Explain the impact of pollution on living things • Explore solutions to help reduce negative human impacts on the environment
Computing - Kapow	**Online Safety** Beliefs, opinions and facts on the internet When being online makes me upset Using Mathletics and Education city for learning **Data handling: comparison card databases**	**Online Safety** Sharing of information Rules of social media platforms **Programming: Scratch** **Computing systems and networks –** networks and the internet	**Online Safety** What is my #techtimetable like? **Computing systems and networks – emailing** **Creating media – video trailers**

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History	**How did the Romans change Britain?** Roman invasion, Roman numerals, Roman baths, Roman technology	**Anglo Saxons** What was life like in Anglo Saxon Britain?	**Victorians** How did the Victorians change Britain?
Geography	**What would we see on an American road trip?** Map work, environmental regions, key physical and human characteristics, countries and major cities/states	**Why live in the U.K?** Name and locate countries and cities, identify human and physical characteristics, land-use patterns, key topographical characteristics	**How does water go around and round?** Describe water cycle, how rivers are formed and different stages of rivers, river pollution and effects of this
Art and design - Kapow	**Art and Design Skills** • Creating an optical illusion print • Carving sculptures out of soap Ppainting and mixing colours (style of Cezanne)	**Formal Elements of Art** • Exploring two of the formal elements of art: texture and pattern; • developing a range of mark-making techniques, making and using their own textured stamps for printing • draw a 'flip' pattern.	**Every Pictures Tells a Story** • Analysing works of art, • creating photo collages and abstract art inspired by the works explored.
Design and technology - Kapow	**Structure: Pavilions** Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.	**Mechanical Systems: Making a slingshot car** Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.	**Electrical systems: Torches** Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.
Music			

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Physical Education	**Football skills** **Hockey skills** **Y4 swimming**	**Netball skills** **Gymnastics**	**Athletics** **Dance** **Y3 swimming**
PSHE	**Being me in my world:** Learn what makes us unique and embracing our strengths. **Celebrating Differences:** Learn what makes us a community in our school and our town. **Mind Up**	**Dreams and Goals:** Aspirations for the future, what can we do in school to help us achieve our goals? **Healthy Me:** Learn what makes a balanced diet and the different categories of food. **Mind Up**	**Relationships:** Think about our families and the roles everyone has. Understand friendship issues and how to deal with these using the restorative approach. **Changing Me** **Mind Up**
Educational Visits	Co-ordinate with Year group	Co-ordinate with Year group	Co-ordinate with Year group