

Torrige Class Curriculum Overview 2019-2020

(For more information on this term's coverage please see the class letter on Torrige Class page)

Science	<ul style="list-style-type: none"> ▪ Animal Nutrition and Food webs: Children will recognise that animals, including humans, need the right types and amount of nutrition, and that they get nutrition from what they eat. They will describe the simple functions of the basic parts of the digestive system in humans and know how nutrients and water are transported within humans. They will construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ Light: Children will recognise that they need light in order to see things and that dark is the absence of light; they will notice that light is reflected from surfaces and use the idea that light travels in straight lines to our eyes to explain how objects are seen. Children will recognise that shadows are formed when the light is blocked by a solid object and find patterns in the way that the size of shadows change. ▪ Healthy Life Styles: Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. ▪ Liquids/Solids/Gases; Reversible and irreversible changes: Children will compare materials according to whether they are solids, liquids or gases; and observe how some materials change with heat. They will identify the part played by evaporation and condensation in the water cycle and demonstrate that dissolving, mixing and changes of state are reversible changes while some changes result in the formation of new materials, and are not usually reversible.
Geography	<ul style="list-style-type: none"> ▪ Mapping the world: Children will locate the world's countries, using maps; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ▪ Rivers and The Water Cycle: Children will describe and understand key aspects of the physical geography of rivers and the water cycle. Use fieldwork to observe, measure, record and present the human and physical features of a local area.
History	<ul style="list-style-type: none"> ▪ Anglo Saxon Britain and the struggle for power up to the Battle of Hastings in 1066: Children will make a study of the Viking raids and invasion; the resistance by Alfred the Great and Athelstan, first king of England; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066. ▪ Benin: Children will study a non-European society that contrasts with British history –Benin (West Africa) c. AD 900-1300 ▪ VE Day 1945: Children will make a brief study of the causes of and events in WW2. They will recognize why VE Day was so important and why it is still commemorated.
RE	<p><i>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i></p> <p>What do Hindus believe God is like? Children will identify some Hindu deities and say how they help Hindus describe God; make simple links between beliefs about God and how Hindus</p>

	<p>live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) and raise questions about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>What does it mean if God is Holy and Loving? Children will explain connections between biblical texts and Christian ideas of God, using theological terms; they will weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</p> <p>What does it mean to be a Hindu in Britain today? Children will describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali); and make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>).</p> <p>When Jesus left what was the impact of Pentecost? Children will make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth; make simple links between Pentecost, the Holy Spirit, the kingdom of God, and how Christians live now.</p> <p>Why do some people think that life is like a journey and what significant events mark this? Children will make links between ideas of love, commitment and promises in religious and non-religious ceremonies and raise questions and about whether it is good for everyone to see life as a journey, and to mark the milestones.</p>
Art	Through topic-related work, pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
DT	Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will create designs connected to the termly topic. They will be taught food technology – how to prepare food safely and to design and cook their own meals.
Music	Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others. They have the opportunity to play an instrument. They will be taught pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
Computing	The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Pupils will be taught to use the internet safely and responsibly. They will use software to create database and make films and animations.
PE	Pupils will continue to develop a range of skills applying them to competitive games with each other. They will participate in football, netball, tag rugby, cricket, rounders, athletics, gymnastics and dance. They will develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. Those children unable to swim by the summer term, will be taught to swim 25m.
Modern Foreign Language	Children will learn to speak Italian with increasing fluency and with a wider vocabulary. They will develop their ability to write and read Italian text. They will learn songs in Italian and learn about the Italian culture.
PHSE	Children will be taught to develop confidence and responsibility, to make the most of their abilities; prepare to play an active role as citizens; develop a safer, healthier lifestyle including mental health; and to develop good relationships that respects the differences between people. Mindful practise will continue to be taught.