

***Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Inventors and Engineers						Year Group: 4		
	1 (2 days)	1	2	3	4	5	6	7
English		<p>Key text: Enemy Pie</p> <p>Writing Skills – Write for a range of audiences and purposes</p> <p>Writing opportunity – Instructions</p> <p>Key Text: The Day the Crayons Quit</p> <p>Reading skills – VIPERS</p>	<p>Key text: Enemy Pie</p> <p>Writing Skills – Write for a range of audiences and purposes</p> <p>Writing opportunity – Narrative</p> <p>Key Text: The Day the Crayons Quit</p> <p>Reading skills – VIPERS</p>	<p>Key text: Enemy Pie</p> <p>Writing Skills – Write for a range of audiences and purposes</p> <p>Writing opportunity – Diary</p> <p>Key Text: The Day the Crayons Quit</p> <p>Reading skills – VIPERS</p>	<p>Key text: Dragon Post</p> <p>Writing Skills – Select and adhere to conventions of form</p> <p>Writing opportunity – Letter</p> <p>Key Text: Hansel and Gretel</p> <p>Reading skills – VIPERS</p>	<p>Key text: Dragon Post</p> <p>Writing Skills – Select and adhere to conventions of form</p> <p>Writing opportunity – Letter</p> <p>Key Text: Hansel and Gretel</p> <p>Reading skills – VIPERS</p>	<p>Key text: Dragon Post</p> <p>Writing Skills – Select and adhere to conventions of form</p> <p>Writing opportunity – Letter</p> <p>Key Text: Hansel and Gretel</p> <p>Reading skills – VIPERS</p>	<p>Key text: Martin Luther King biography</p> <p>Writing Skills – Write for a range of audiences and purposes</p> <p>Writing opportunity – Biography</p> <p>Key Text: Hansel and Gretel</p> <p>Reading skills – VIPERS</p>
Maths		Place value	Order and compare numbers	Addition and subtraction	Addition and subtraction	Multiplication and division	Multiplication and division	Problem solving
Science		<p>Knowledge identify common appliances that run on electricity</p> <p>Skills identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Vocabulary</p>	<p>Knowledge Construct simple series electrical circuit, identifying and naming its basic parts including cell,</p> <p>Skills Recording findings using simple scientific language, drawings, labelled diagrams</p>	<p>Knowledge Identify whether or not a lamp will light in a simple series circuit, based on whether a lamp is part of a complete loop with a battery.</p> <p>Skills Reporting on findings from enquiries including oral and written explanations,</p>	<p>Knowledge Identify whether or not a lamp will light up in a simple circuit based on whether a lamp is part of a complete loop with a battery.</p> <p>Skills Recording findings using simple scientific language, drawings, labelled diagrams etc</p>	<p>Knowledge Recognise some common conductors and insulators and associate metals with being good conductors.</p> <p>Skills Setting up simple practical enquiries and recording classifying and presenting date in</p>	<p>Knowledge Recognise some common conductors and insulators and associate metals with being good conductors.</p> <p>Skills Setting up simple practical enquiries and recording classifying and presenting date in</p>	<p>Knowledge Electricity assessment for the topic</p> <p>Skills recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries,</p>

		Electricity Mains Plug Battery Power	Vocabulary Wire Crocodile clip Bulb Bulb holder Cell Cell holder component	displays, or presentations Vocabulary Wire Cell Motor Circuit Electron Positive/negative	Vocabulary Wire Cell bulb	a variety of ways to answer questions Vocabulary Wire Cell Bulb Material Conductor Insulator	a variety of ways to answer questions	including oral and written explanations, displays or presentations of results and conclusions Vocabulary Wire Cell Bulb Material Conductor Insulator
PSHE	Families and friendships Positive relationships, including online	Families and friendships Positive relationships, including online	Families and friendships Positive relationships, including online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively
Art and Design		DRAWING – sketching animal patterns on design cards	DRAWING – sketching animal patterns on design cards	PAINTING – making repeated patterns using stencils	PAINTING – making repeated patterns using stencils	PRINTING – Making repeated patterns using stencils and fabric	PRINTING – Making repeated patterns using stencils and fabric	ARTIST- Various but focus on Piet Mondrian/Matisse
Geography					Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go	Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go

					<p>simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>
History		<p>Knowledge Case studies of British inventors and engineers and how their work changed life in Britain</p> <p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>	<p>Knowledge Case studies of British inventors and engineers and how their work changed life in Britain</p> <p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>	<p>Knowledge Case studies of British inventors and engineers and how their work changed life in Britain</p> <p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</p>				

		<p>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>				
Music		<p>Knowledge Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills Play tuned and untuned instruments with control and accuracy, showing an increasing awareness of how to play them. Play accompaniments with control and accuracy.</p> <p>Vocabulary Improvise</p>	<p>Knowledge Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills Play tuned and untuned instruments with control and accuracy, showing an increasing awareness of how to play them. Play accompaniments with control and accuracy.</p> <p>Vocabulary Improvise</p>	<p>Knowledge Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills Play tuned and untuned instruments with control and accuracy, showing an increasing awareness of how to play them. Play accompaniments with control and accuracy.</p> <p>Vocabulary Improvise</p>	<p>Knowledge Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (POS 1)</p> <p>Skills Play tuned and untuned instruments with control and accuracy, showing an increasing awareness of how to play them. Play accompaniments with control and accuracy.</p> <p>Vocabulary Improvise</p>	<p>Knowledge Improvise and compose music for a range of purposes using the inter-related dimensions of music (POS 2)</p> <p>Skills Combine several layers of sound with an awareness of the combined effect. Improvise repeated patterns. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Discuss their work, and that of others, using appropriate vocabulary.</p>	<p>Knowledge Improvise and compose music for a range of purposes using the inter-related dimensions of music (POS 2)</p> <p>Skills Combine several layers of sound with an awareness of the combined effect. Improvise repeated patterns. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Discuss their work, and that of others, using appropriate vocabulary.</p>	<p>Knowledge Improvise and compose music for a range of purposes using the inter-related dimensions of music (POS 2)</p> <p>Skills Combine several layers of sound with an awareness of the combined effect. Improvise repeated patterns. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. Discuss their work, and that of others, using appropriate vocabulary.</p>

		Unison	Unison	Unison	Unison	Make improvements to their own work, commenting on the intended effect. Vocabulary Improvise Unison	Make improvements to their own work, commenting on the intended effect. Vocabulary Improvise Unison	Make improvements to their own work, commenting on the intended effect. Vocabulary Improvise Unison
Physical Education		<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>	<p>Knowledge I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning and I have begun to challenge myself.</p> <p>Skills Co-ordination and Static Balance</p> <p>Vocabulary Challenge Intrinsic motivation Support</p>

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TOPIC: Inventors and Engineers					Year Group: 4		
	1	2	3	4	5	6	7
English	<p>Key text: Martin Luther King Biography</p> <p>Writing Skills – Use noun phrases</p> <p>Writing opportunity – Poem</p> <p>Key Text: Rosie Revere Engineer</p> <p>Reading skills – VIPERS</p>	<p>Key text: Wallace and Gromit</p> <p>Writing Skills – Begin to use paragraphs to organise ideas</p> <p>Writing opportunity – Persuasive advert</p> <p>Key Text: Rosie Revere Engineer</p> <p>Reading skills – VIPERS</p>	<p>Key text: Wallace and Gromit</p> <p>Writing Skills – Create setting, character and plot</p> <p>Writing opportunity – Narrative</p> <p>Key Text: Revolting Rhymes</p> <p>Reading skills – VIPERS</p>	<p>Key text: Wallace and Gromit</p> <p>Writing Skills – Create setting, character and plot</p> <p>Writing opportunity – Narrative</p> <p>Key Text: Revolting Rhymes</p> <p>Reading skills – VIPERS</p>	<p>Key text: Charlie and the Chocolate Factory</p> <p>Writing Skills – Create setting, character and plot</p> <p>Writing opportunity – Narrative</p> <p>Key Text: Charlie and the Chocolate Factory</p> <p>Reading skills – VIPERS</p>	<p>Key text: Charlie and the Chocolate Factory</p> <p>Writing Skills – Create setting, character and plot</p> <p>Writing opportunity – Narrative</p> <p>Key Text: Charlie and the Chocolate Factory</p> <p>Reading skills – VIPERS</p>	<p>Key text: Charlie and the Chocolate Factory</p> <p>Writing Skills – Create setting, character and plot</p> <p>Writing opportunity – Narrative</p> <p>Key Text: Charlie and the Chocolate Factory</p> <p>Reading skills – VIPERS</p>
Maths	<p>Equivalent fractions</p> <p>Converting units of measure</p>	<p>Adding and subtracting fractions</p> <p>Money</p>	<p>Recognise decimal equivalents to tenths</p> <p>Converting units of measure</p>	<p>Solving measure and money problems involving fractions</p> <p>Time</p>	<p>Solving measure and money problems involving fractions</p> <p>Time</p>	<p>Time</p>	<p>Problem solving</p>
Science	<p>Knowledge identify how sounds are made, associating some of them with something vibrating</p> <p>Skills Record findings using diagrams and labelled diagrams, carrying out simple comparative tests.</p> <p>Vocabulary</p>	<p>Knowledge recognise that vibrations from sounds travel through a medium to the ear</p> <p>Skills Using straight forward evidence to answer questions or support findings.</p>	<p>Knowledge find patterns between the pitch of a sound and features of the object that produced it</p> <p>Skills Report findings and present results in a variety of ways.</p> <p>Vocabulary</p>	<p>Knowledge find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Skills Making systematic and careful observations including taking accurate measurements using</p>	<p>Knowledge find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Skills Making systematic and careful observations including taking accurate measurements using</p>	<p>Knowledge recognise that sounds get fainter as the distance from the sound source increases</p> <p>Skills Setting up simple, comparative fair tests.</p> <p>Vocabulary Sound Sound source Vibration String</p>	<p>Knowledge recognise that sounds get fainter as the distance from the sound source increases</p> <p>Skills Setting up simple, comparative fair tests.</p> <p>Vocabulary Sound Sound source Vibration String</p>

	<p>Skills Sketch and model alternative ideas Develop one idea in depth</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Combine modelling and drawing to refine ideas Plan the sequence of work using a storyboard Record ideas using annotated diagrams</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms Use glue gun with close supervision Join materials using appropriate methods Cut accurately and safely to a marked line</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>	<p>Skills Justify their decisions about materials and methods of construction Reflect on their work using design criteria stating how well the design fits the needs of the user Identify what does and does not work in the product. Make suggestions as how their design could be improved</p> <p>Vocabulary Circuit, Cells, Wires, Bulbs, Switches, Conductor, Insulator</p>
Geography	<p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way,</p>	<p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way,</p>					

	<p>using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>	<p>using appropriate terminology (organisation and communication)</p> <p>Vocabulary Progress, technology, Victorian, global</p>					
History	<p>Knowledge Case studies of British inventors and engineers and how their work changed life in Britain</p> <p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary</p>	<p>Knowledge Case studies of British inventors and engineers and how their work changed life in Britain</p> <p>Skills place some historical periods in a chronological framework (chronological understanding) use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</p> <p>Vocabulary</p>					

	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>	<p>Skills Dynamic balance to agility and static balance</p> <p>Vocabulary Praise Encouragement Patience Support</p>
Religious Education			<p>How can a synagogue help us to understand the Jewish faith? explore the key features of a synagogue and what they reveal about Jewish beliefs using a 'virtual' visit or photos. recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them make connections between differing aspects of religion and belief and consider the different forms of expression Skills: Make links between Jewish beliefs and the synagogue</p>	<p>How can a synagogue help us to understand the Jewish faith? explore the key features of a synagogue and what they reveal about Jewish beliefs using a 'virtual' visit or photos. recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them make connections between differing aspects of religion and belief and consider the different forms of expression Skills: Make links between Jewish beliefs and the synagogue</p>	<p>How can a synagogue help us to understand the Jewish faith? explore the key features of a synagogue and what they reveal about Jewish beliefs using a 'virtual' visit or photos. recognise diversity, learning about similarities & differences both within and between religions & beliefs, and the importance of dialogue between them make connections between differing aspects of religion and belief and consider the different forms of expression Skills: Make links between Jewish beliefs and the synagogue</p>	<p>How can artists help us understand Christmas? Study the importance of Jesus within the Christian faith by reflecting on and comparing different cultural expressions of Christian beliefs about his birth. Explore their understanding of Jesus being 'incarnate' Skills: describe and suggest meanings for the symbolism used, Make connections with Christian belief about Jesus being God 'incarnate' describe similarities and differences in the way Christian belief is conveyed through symbolism in the art studied Vocabulary:</p>	<p>How can artists help us understand Christmas? Study the importance of Jesus within the Christian faith by reflecting on and comparing different cultural expressions of Christian beliefs about his birth. Explore their understanding of Jesus being 'incarnate' Skills: describe and suggest meanings for the symbolism used, Make connections with Christian belief about Jesus being God 'incarnate' describe similarities and differences in the way Christian belief is conveyed through symbolism in the art studied Vocabulary:</p>

			<p>describe the impact for Jews of the synagogue as a place of study, prayer and gathering comment on any connections between a synagogue and a church or between Jewish and Christian beliefs</p> <p>Vocabulary: Synagogue Shema Torah worship</p>	<p>describe the impact for Jews of the synagogue as a place of study, prayer and gathering comment on any connections between a synagogue and a church or between Jewish and Christian beliefs</p> <p>Vocabulary: Synagogue Shema Torah worship</p>	<p>describe the impact for Jews of the synagogue as a place of study, prayer and gathering comment on any connections between a synagogue and a church or between Jewish and Christian beliefs</p> <p>Vocabulary: Synagogue Shema Torah worship</p>	<p>Symbolism incarnate nativity beliefs</p>	<p>Symbolism incarnate nativity beliefs</p>
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