



“**H**uman beings  
are curious.”

Daniel T Willingham



**S**tories

**P**eople

**A**dventure

**R**elationships

**K**nowledge

Please read on to find out how we **spark** curiosity  
in...

Class Four!

# Stories



The brain privileges stories which is why our curriculum is bursting with stories. What better way to understand about the famous artists who have brought joy and wonder; to find out about scientists who have changed our world for the better; or to simply get lost in other worlds and meet extraordinary characters!

Read on to find out all the amazing stories which *Class Four* explore over the year...

Y5/6 Cycle B AUT 1 Shared Reading

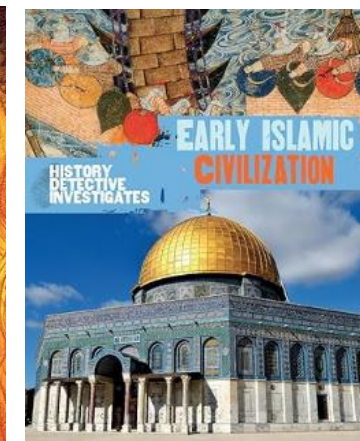
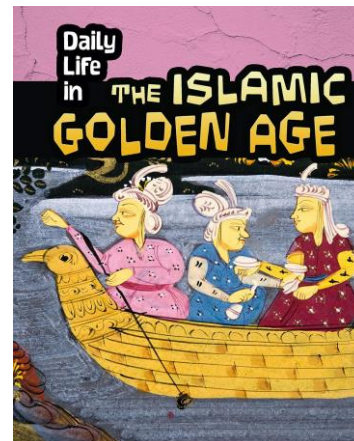
Vehicle Fiction Text: Tales from outer Suburbia – Shaun Tan

Writing Focus: Short story

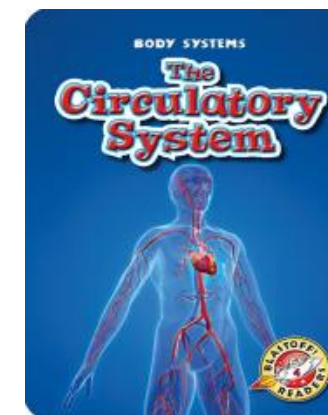
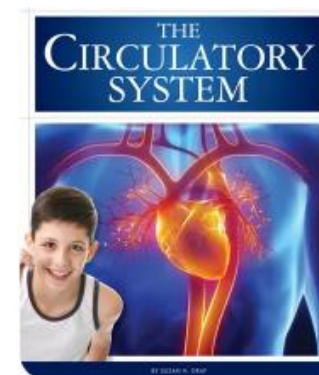
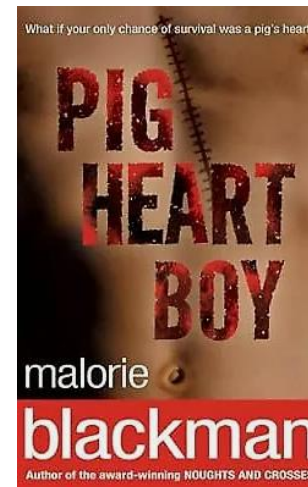
Non-fiction topics: Early Islam, Human Body – heart and circulatory system

Non-fiction Genre: Non-Chronological report – life in Early Islamic civilisation

Class text: Pig Heart Boy

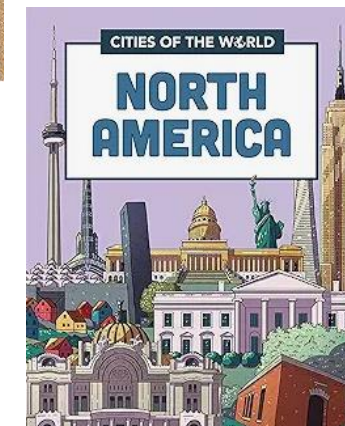
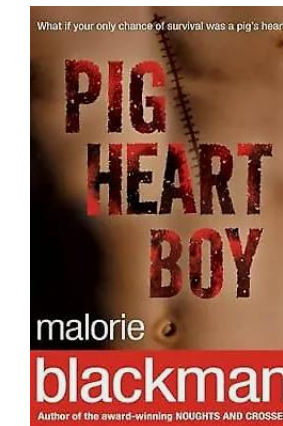
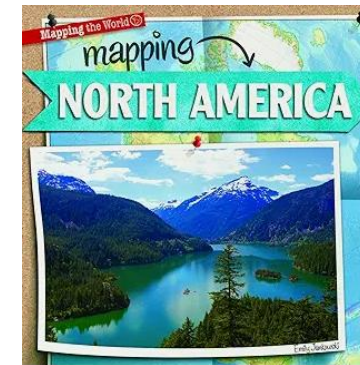
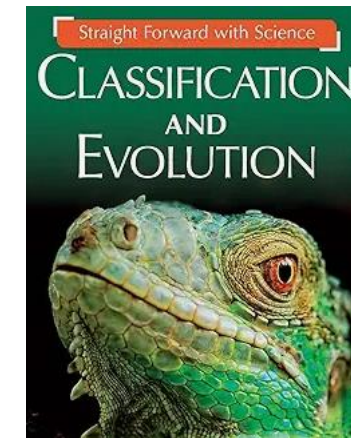
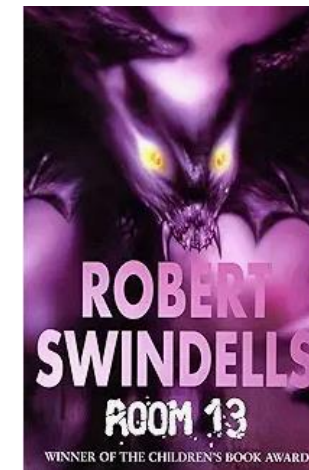
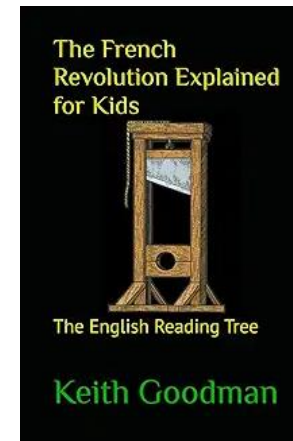


|     | Supporting Texts                                | Reading to learn                            |
|-----|---|---|
| WK1 | Pig Heart Boy                                   |   |
| WK2 | Pig Heart Boy<br>The Circulatory system – epic! | <b>Daily life of the Islamic Golden Age</b> |
| WK3 | Pig Heart Boy                                   | Early Islamic Civilization                  |
| WK4 | Pig Heart Boy                                   | The Golden Horsemen of Baghdad              |
| WK5 | Pig Heart Boy<br>The Circulatory system – epic! | The Golden Horsemen of Baghdad              |
| WK6 | Pig Heart Boy                                   | The Golden Horsemen of Baghdad              |
| WK7 | Pig Heart Boy<br>The Circulatory system – epic! | <b>Daily life of the Islamic Golden Age</b> |



Y5/6 Cycle B AUT 2 Shared Reading

|   |                  |   |
|---|------------------|---|
| <u>Vehicle Fiction Text:</u> Room 13  |                  | <u>Writing Focus:</u> Suspense narrative  |
| <u>Non-fiction topics:</u> French revolution, North America, Classification and Evolution |                  | <u>Non-fiction Genre:</u> Chronological report – day in the life of cross curricular figure |
| Class text: Pig Heart Boy   |                  |   |
|   | Supporting Texts | Reading to learn  |
| WK1   | Pig Heart Boy    |   |
| WK2   | Pig Heart Boy    | Mapping North America   |
| WK3   | Pig Heart Boy    | Who was Marie Antoinette?   |
| WK4   | Pig Heart Boy    | Mapping North America   |
| WK5   | Pig Heart Boy    | The French Revolution Explained for Kids  |
| WK6   | Pig Heart Boy    | Cities of the World – North America   |
| WK7   | Pig Heart Boy    | Classification and evolution  |

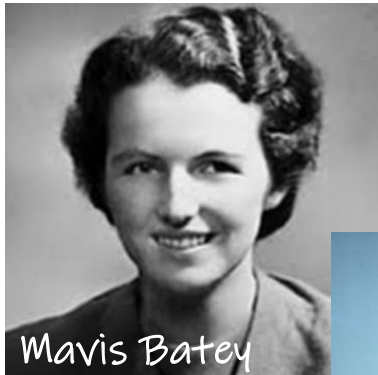




# P eople

In order to form our own opinions and thoughts we need to know the very best that has already been said and thought about - both in the here and now and in the distant past. We ensure that children meet a diverse and inspiring collection of people to bring the realities of our curriculum alive.

Here are some of the people *Class Four* meet over the year...



Mavis Batey



Valentina Tereshkova



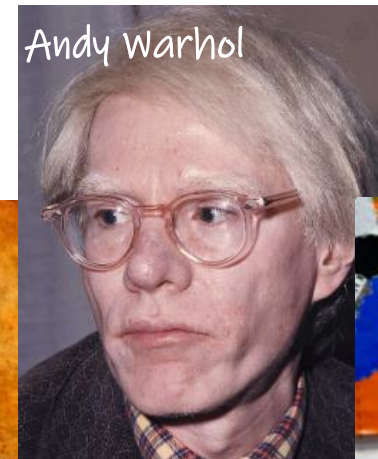
Katherine Johnson



King Louis XVI



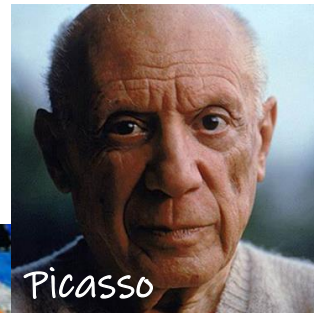
Caliph Al-Mansur



Andy Warhol



Rufai Zakari



Picasso

# Adventure

We treasure childhood and believe they need to be full of adventures not least because adventures are fun but also because we believe they build resilience; are the perfect platform for discovering new skills and providing even more curious questions whilst also allowing friendships and memories to be made. Through every year group, opportunities to visit new places, use new technology and thrive in our Wild Passport Forest School programme are well-planned and prioritised.

Here are some of the adventures *Class Four* have over the year...





# Relationships

Underpinning all that our curriculum has to offer; all of our high-expectations; and all of our academic success are strong, meaningful relationships. Here is our team who will guide you through new and exciting pastures with compassion, expertise and passion!



Image coming soon!  
Mrs Short  
Class One Teacher  
Early Reading & RE Lead



Image coming soon!  
Miss Trewartha  
Class Two Teacher  
DT Lead & Oracy Champion



Mr Parker  
Class Three Teacher  
Science & Geography Lead



Miss Williams  
Class Four Teacher  
Maths, Computing & PE Lead



Mrs Ainsley  
Music Teacher & Music Lead



Mrs Barker  
PPA Teacher & Art Lead



Image coming soon!  
Tom  
Class One HLTA



Image coming soon!  
Sophie  
Class One Teaching Assistant



Image coming soon!  
Lisa  
Class One Teaching Assistant & PE Coach



Hayley  
C2 Teaching Assistant



Gemma  
C2 Teaching Assistant



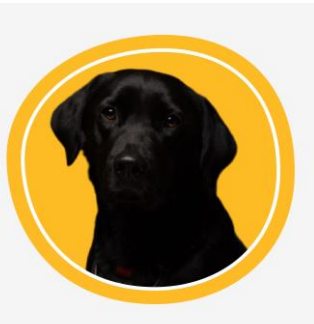
Julia  
C2 Teaching Assistant



Fi  
C3 Teaching Assistant



Vickie  
C4 HLTA  
Thrive Lead & SEND support



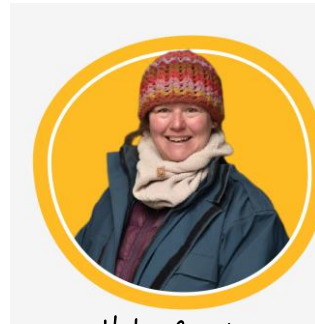
Digby Dog



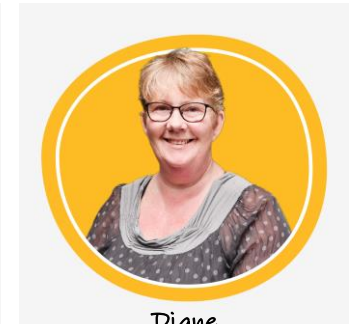
Mrs O'Kane  
Headteacher  
English, PSHE & History Lead



Leanne  
School Secretary



Helen Carver  
Forest School Lead



Diane  
Cook





# Knowledge

Powerful knowledge provides the platform all children need to not only achieve their dreams but most importantly, to create their dreams in the first place: we need to know 'stuff' to be able think and wonder. We preserve the integrity of all subjects to ensure children understand the features of each subject.

Read on to find out about what you will know by the time you end your time in *Class Four*...

| C4<br>CB |      | AUT1  | AUT2  | SPR1  | SPR2  | SUM1   | SUM2  |
|----------|------|---|---|---|---|--|---|
| Y5/6     | Hist | <b>Baghdad Circa 900CE</b><br>1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and th     | <b>The French Revolution</b><br>1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo  | <b>The Rise of Hitler and World War II</b><br>1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War | <b>World War II and the Holocaust</b><br>1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front | <b>The Cold War</b><br>1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars  | <b>The History of Human Rights</b><br>1. Human Rights 2. Women’s Rights 3. Children’s Rights 4. Racial Equality 5. Freedom of Belief and Religion                         |
|          | Geog | <b>Spatial Sense</b><br>1. Maps: dividing the world into sections 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places 4. Maps: drawn to different scales 5. Relief maps 6. Assessment | <b>North America</b><br>1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America | <b>South America</b><br>1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest         | <b>Africa</b><br>1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya             | <b>British Geographical Issues</b><br>1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context   | <b>Globalisation</b><br>1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good? |
|          | Sci  | <b>The Human Body The Heart: Circulation of the Blood</b><br>1. Blood Vessels and Transport 2. Blood Pressure and Heart Rate 3. Heart Rate - An Investigation 4. Heart Rate - An investigation                    | <b>Classification of Living Things</b><br>1.Classifying Organisms Cells: Plant and Animal cells 2. 3.Taxonomy 4.Vertebates 5.Invertebrates  | <b>Electricity</b><br>1.Simple Series Circuits 2.Voltage 3.Switches Planning an Investigation 4. 5.Investigation  | <b>Light</b><br>1.How Light Travels 2.How We See Shadows and Their Shapes 3. 4.The Colour of Light 5.Making a Periscope   | <b>Reproduction</b><br>1.Asexual Reproduction 2. Sexual Reproduction in Non-Flowering Plants 3. Sexual Reproduction in Flowering Plants 4. Reproduction in Animals 5.Growth Stages | <b>Evolution</b><br>1.Fossils 2.Inheritance 3.Adaptation 4.Charles Darwin 5.Alfred Wallace  |
|          | RE   | Unit U2.4 How do Christians decide how to live? ‘What would Jesus do?’ [Gospel]   | Unit U2.6 For Christians, what kind of king was Jesus? [Kingdom of God]   | Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]  | Unit U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/moksha]   | Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]  | Unit U2.12 How does faith help people when life gets hard?  |
|          | Art  | <b>Print Making Media:</b> Print<br><b>Artist:</b> Warhol   | <b>Islamic Art and Architecture Media:</b> drawing, painting, 3d form<br><b>Art:</b> The Dome of the Rock   | <b>Chinese Painting and Ceramics Media:</b> painting  | <b>Photography Media:</b> Photography, collage<br><b>Artists:</b> Dorothea Lange Kadijah Saye   | <b>Art from Western Africa Media:</b> 3D Form, drawing<br><b>Artists:</b> Rufai Zakari   | <b>Art in the 20<sup>th</sup> Century – Modernism and Beyond Media:</b> child-led<br><b>Artists:</b> Thomas J Price   |

| C4<br>CA |       | AUT1   | AUT2   | SPR1  | SPR2   | SUM1  | SUM2  |
|----------|-------|--|--|---|--|---|---|
| Y5/6     | DT    |  | Cook: Pitta Bread  |   | Build: Electrical Toys   |   | Sew: Upcycling clothes  |
|          | Comp  | Internet Safety (Y5)   | History of computers (Y6)<br>OS: emotional wellbeing   | Stop motion animation (Y5)<br>OS: sharing online  | Bletchley Park (Y6)<br>OS: online reputation   | Mars Rover 1 and 2 (Y5)<br>OS: password protection  | Big data 1 and 2 (Y6)   |
|          | PSHE  | <p><b>Safety and the changing body (Kapow: Cycle A (10 lessons))</b></p> <p>Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us;</p> | <p><b>Safety and the changing body (Kapow: Cycle B (10 lessons))</b></p> <p>how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).</p> | <p><b>Citizenship (Kapow: Cycle A (6 lessons))</b></p> <p>Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works.</p> | <p><b>Health and wellbeing (Kapow: Cycle A (7 lessons))</b></p> <p>Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation.</p> | <p><b>Families and Relationships (Kapow: Cycle A (8 lessons))</b></p> <p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p> | <p><b>Economic Wellbeing (Kapow: Cycle A (5 lessons))</b></p> <p>Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.</p> <p><b>Identity (Y6 only (1 lesson))</b></p> |
|          | PE    | Gymnastics   | Rugby  |   |  |   |   |
|          |       | Swimming (Y5)  | Swimming (Y6)  |   |  |   |   |
| Y5       | Music | Recorder 4   | Singing and Christmas Music  | Music Technology 1  | Tuned Percussion 3   | Ukulele 1   | Minack Musical  |
| Y6       |       | Recorder 5   | Singing and Christmas Music  | Music Technology 2  | Tuned Percussion 4   | Ukulele 2   | Minack Musical  |



**Class Four Fiction Cycle B 2024-25**

| AUT 1<br>Baghdad, Spatial Sense,<br>Human Body   | AUT2<br>French revolution, North<br>America, classification of<br>living things  | SPR 1<br>The Rise of Hitler and<br>World War II<br>South America, electricity   | SPR 2<br>World War II and the<br>Holocaust<br>Africa & Light  | SUM<br>The cold War<br>British Geographical Issues<br>Reproduction  | SUM 2<br>The History of Human<br>Rights<br>Globalisation & Evolution   |
|--|--|---|---|---|--|
| <p><b>Hook:</b> film – ‘Tuesday’ by David Weisner<br/> <b>Text:</b> Tales from Outer Suburbia<br/> <b>Story Type:</b> short story<br/> <b>Focus:</b> Describe settings and atmosphere<br/> <b>Vocabulary:</b><br/>                     Undertow, sultry, bleary, bewilderment, recrimination, efficiency<br/> <b>Toolkits:</b><br/> <b>Remember 1:</b> We can use capital letters and full stops to control our ideas.<br/> <b>Remember 1:</b> We can use conjunctions to add more detail to our sentences.<br/> <b>Toolkits</b> to describe setting and atmosphere effectively and succinctly in a short story<br/> <b>Toolkit 1:</b> We can use expanded noun phrases to convey complicated information concisely<br/> <b>Toolkit 2:</b> We can use semi-colons, colons or dashes to mark boundaries between independent clauses<br/> <b>Writing curriculum objectives:</b><br/>                     S6.5, P6.1<br/> <b>Remember objectives:</b><br/>                     P3.13, P4.1<br/> <b>Writing process focus:</b><br/>                     Plan<br/> <b>Publishing moment:</b><br/>                     Walk in Wednesday share</p> | <p><b>Hook:</b> film – ‘Dracula’s Whitby’<br/> <b>Text:</b> ‘Room 13’<br/> <b>Story Type:</b> conquering the monster<br/> <b>Focus:</b> atmosphere<br/> <b>Vocabulary:</b><br/> <b>Toolkits:</b><br/> <b>Remember 1:</b> We can use expanded noun phrases to convey complicated information concisely<br/> <b>Remember 2:</b> We can use subordinate conjunctions to open a sentence.<br/> <b>Toolkit:</b> To use relative clauses to add imagery<br/> <b>Toolkit:</b> To develop emotion through ‘show don’t tell’ technique<br/> <b>Toolkit:</b> write simple sentences to enhance the mood and/or add emphasis<br/> <b>Toolkit:</b> Open, embed or end a paragraph with direct speech<br/> <b>Toolkit:</b> Use modal verbs and adverbs to suggest degree of possibility<br/> <b>Writing curriculum objectives:</b><br/>                     S5.1, 2, 3, 5, S6.6<br/> <b>Remember objectives:</b><br/> <br/> <b>Writing process focus:</b><br/>                     Draft<br/> <b>Publishing moment:</b><br/>                     Seesaw</p> | <p><b>Hook:</b><br/> <b>Text:</b><br/> <b>Story Type:</b><br/> <b>Focus:</b><br/> <b>Vocabulary:</b><br/> <br/> <b>Toolkits:</b><br/> <br/> <b>Writing curriculum objectives:</b><br/> <br/> <b>Remember objectives:</b><br/> <br/> <b>Writing process focus:</b></p> | <p><b>Hook:</b><br/> <b>Text:</b><br/> <b>Story Type:</b><br/> <b>Focus:</b><br/> <b>Vocabulary:</b><br/> <br/> <b>Toolkits:</b><br/> <br/> <b>Writing curriculum objectives:</b><br/> <br/> <b>Remember objectives:</b><br/> <br/> <b>Writing process focus:</b></p> | <p><b>Hook:</b><br/> <b>Text:</b><br/> <b>Story Type:</b><br/> <b>Focus:</b><br/> <b>Vocabulary:</b><br/> <br/> <b>Toolkits:</b><br/> <br/> <b>Writing curriculum objectives:</b><br/> <br/> <b>Remember objectives:</b><br/> <br/> <b>Writing process focus:</b></p> | <p><b>Hook:</b><br/> <b>Text:</b><br/> <b>Story Type:</b><br/> <b>Focus:</b><br/> <b>Vocabulary:</b><br/> <br/> <b>Toolkits:</b><br/> <br/> <b>Sentence level curriculum objectives:</b><br/> <br/> <b>Remember objectives:</b><br/> <br/> <b>Writing process focus:</b></p> |

**UKS2 Non-Fiction/ Poetry Cycle B 2024-25**

| <b>AUT 1</b><br><b>Baghdad, Spatial Sense,</b><br><b>Human Body</b> | <b>AUT2</b><br><b>French revolution, North</b><br><b>America, classification of</b><br><b>living things</b>   | <b>SPR 1</b><br><b>The Rise of Hitler and</b><br><b>World War II</b><br><b>South America, electricity</b> | <b>SPR 2</b><br><b>World War II and the</b><br><b>Holocaust</b><br><b>Africa &amp; Light</b> | <b>SUM</b><br><b>The cold War</b><br><b>British Geographical Issues</b><br><b>Reproduction</b> | <b>SUM 2</b><br><b>The History of Human</b><br><b>Rights</b><br><b>Globalisation &amp; Evolution</b> |
|---|---|---|--|--|--|
| Poetry  | <u><b>Text:</b></u><br><u><b>Invent:</b></u><br><u><b>Vocabulary:</b></u><br><br><u><b>Toolkits:</b></u><br><br><u><b>Writing curriculum</b></u><br><u><b>objectives:</b></u><br><u><b>Remember objectives:</b></u><br><br><u><b>Writing process focus:</b></u><br><br><u><b>Publishing moment:</b></u> |   |  |  |  |