



## Lions Class – Curriculum Skills Termly Overview

### Geography

**Outcome: To explore routes and create a map for the captain of a ship to sail to New York**

Use maps, atlases and digital resources to locate oceans and seas and the countries of North America and Europe.

Use the eight points of a compass and 6 figure grid references. Locate cities in Britain.

To understand the terms longitude and latitude and identify specific climate zones.

### Music

**Outcome: Produce a piece of music as a sound track to the Titanic story**

- play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- experiment with, create, select and combine sounds using the inter-related dimensions of music
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### Design and Technology

**Outcome: To make their own pop-up book of the story of the Titanic**

select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately

investigate similar products to the one to be made to give starting points for a design generate, develop, model and communicate their ideas through

discussion, annotated sketches, cross-sectional and exploded diagrams,

prototypes, pattern pieces and computer-

### Science

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Yr 3)

Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Yr 3)

Describe the simple functions of the basic parts of the digestive system in humans (Yr 4)

Identify the different types of teeth in humans and their simple functions (Yr 4)

Construct and interpret a variety of food chains, identifying producers, predators and prey (Yr 4)

Describe the changes as humans develop to old age (Yr 5)

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Yr 6)

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Yr 6)

Describe the ways in which nutrients and water are transported within animals, including humans (Yr 6)

## ‘Stewardship of our World’

**How can a ship can be a metaphor for the care and responsibility that is required to look after ourselves and our world?**

**How can we take responsibility for ourselves and care of world?**

### History

**Outcome: To write a persuasive argument arguing who were most culpable**

To use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)

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- communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)
- understand how our knowledge of the past is constructed from a range of sources
- make confident use of a variety of sources for independent research (historical enquiry)
- use evidence to support arguments (understanding of events, people and changes)

### PHSE

**Mental Health and keeping well Outcome: Make a mental health awareness poster**

What does mental health mean? How feelings and emotions can be affected and changed

What are the common anxieties of the class and how do we manage these.

### PE

- develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics