



**Curriculum Long Term Overview**  
**Year 4 and Year 5**

Inspire • Challenge • Achieve

**Curriculum Drivers**

<b>Community</b>	<b>Enrichment</b>	<b>Knowledge &amp; Skills</b>	<b>Aspiration</b>
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

**School Values ([website](#))**

<b>Togetherness</b>	<b>Respect</b>	<b>Resilience</b>	<b>Ambition</b>	<b>Pride</b>
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**British Values ([statement](#))**

<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect &amp; Tolerance</b>
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## 2020/2021 – Rotation A (Same topics as Class 3)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b><u>Chariot champions</u></b> <b>Romans</b></p>	<p><b><u>Extreme Earth</u></b> <b>Volcanoes, earthquakes, climate zones</b></p>		<p><b><u>Raiders and traders</u></b> <b>Anglo-Saxons</b></p>		<p><b><u>Countries and capitals</u></b> <b>Europe and Brexit.</b> Link with WWII (formation at the end of the war). Collapse of soviet union 1991. Brexit – significant turning point. <b>Must include locating Russia on a map.</b></p>
<b>History/Geography</b>	<p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>• I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</li> </ul> <p><b>(Y5) History</b></p> <ul style="list-style-type: none"> <li>• I can describe how crime and punishment has changed over a period of time (any).</li> <li>• I can test out a hypothesis in order to answer</li> </ul>	<p><b>(Y3) Geography</b></p> <ul style="list-style-type: none"> <li>• I can describe how volcanoes are created.</li> <li>• I can locate and name some of the world's most famous volcanoes.</li> <li>• I can describe how earthquakes are created.</li> </ul> <p><b>(Y4) Geography</b></p> <ul style="list-style-type: none"> <li>• I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</li> </ul> <p><b>(Y5) Geography</b></p> <ul style="list-style-type: none"> <li>• I can name and locate many of the world's most famous mountainous regions in an atlas.</li> </ul>		<p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</li> </ul> <p><b>(Y5) History</b></p> <ul style="list-style-type: none"> <li>• I can describe how crime and punishment has changed over a period of time (any).</li> <li>• I can test out a hypothesis in order to answer questions (any).</li> <li>• I can compare two or more historical periods; explaining things which changed and which stayed the same.</li> </ul>	<p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>• I can explain how an event from the past has shaped our lives today (Brexit).</li> </ul> <p><b>(Y5) History</b></p> <ul style="list-style-type: none"> <li>• I can explain how parliament affects decision making in England.</li> </ul> <p><b>(Y4) Geography</b></p> <ul style="list-style-type: none"> <li>• I know the countries that make up the European Union.</li> <li>• I can explain why people may be attracted to live in cities.</li> <li>• I can explain why people may choose to live in one place rather than another.</li> <li>• I can explain the difference between the British Isles, Great Britain and the United Kingdom.</li> <li>• I can name and locate</li> </ul>	

	questions (any).			<p>some of the main islands that surround the United Kingdom.</p> <ul style="list-style-type: none"> <li>I can find at least six cities in the UK on a map.</li> <li>I can carry out research to discover features of villages, towns or cities.</li> </ul> <p><b>(Bredon Hill Academy)</b></p> <p><b>(Y5) Geography</b></p> <ul style="list-style-type: none"> <li>I can name and locate many of the world's most famous mountainous regions in an atlas.</li> <li>I can explain why many cities are situated on or close to rivers.</li> <li>I can explain why people are attracted to live by rivers.</li> <li>I can explain the course of a river.</li> </ul>
<p><b>Science</b></p> <p><b>Working scientifically Y5 (Y4 on cycle B):</b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry.</li> <li>I can control variables in an enquiry.</li> <li>I can measure accurate and precisely using a range of</li> </ul>	<p><b>Forces (Y5)</b></p> <ul style="list-style-type: none"> <li>I can explain what gravity is and its impact on our lives.</li> <li>I can identify and explain the effect of air resistance.</li> <li>I can identify and explain the effect of water resistance.</li> <li>I can identify and explain the effect of friction.</li> <li>I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	<p><b>Properties and changes of materials (Y5)</b></p> <ul style="list-style-type: none"> <li>I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets).</li> <li>I can describe how a material dissolves to form a solution; explaining the process of dissolving.</li> <li>I can describe and show how to recover a substance from a solution.</li> <li>I can describe how some materials can be separated.</li> <li>I can demonstrate how materials can be separated (e.g. through filtering,</li> </ul>	<p><b>Living things and their habitats (Y5)</b></p> <ul style="list-style-type: none"> <li>I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird.</li> <li>I can describe the differences between different life cycles.</li> <li>I can describe the process of reproduction in plants.</li> <li>I can describe the process of reproduction in animals.</li> </ul> <p><b>Animals including Humans (Y5)</b></p> <ul style="list-style-type: none"> <li>I can create a timeline to indicate stages of growth in humans.</li> </ul>	<p><b>Earth and space (Y5)</b></p> <ul style="list-style-type: none"> <li>I can describe and explain the movement of the Earth and other planets relative to the sun</li> <li>I can describe and explain the movement of the Moon relative to the Earth</li> <li>I can explain and demonstrate how night and day are created</li> <li>I can describe the sun, earth and moon (using the term spherical)</li> </ul>

<p>equipment.</p> <ul style="list-style-type: none"> <li>• I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>• I can use the outcome of test results to make predictions and set up a further comparative fair test.</li> <li>• I can report findings from enquiries in a range of ways.</li> <li>• I can explain a conclusion from an enquiry.</li> <li>• I can explain causal relationships in an enquiry.</li> <li>• I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</li> <li>• Read, spell and pronounce scientific vocabulary</li> </ul>	<p>Stratford MAD museum</p>	<p>sieving and evaporating).</p> <ul style="list-style-type: none"> <li>• I know and can demonstrate that some changes are reversible and some are not.</li> <li>• I can explain how some changes result in the formation of a new material and that this is usually irreversible.</li> <li>• I can discuss reversible and irreversible changes.</li> <li>• I can give evidenced reasons why materials should be used for specific purposes.</li> </ul>		
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accurately.				
<b>Art (main in bold)</b>	Roman pottery – clay Y4 <ul style="list-style-type: none"> <li>I can sculpt clay and other mouldable materials.</li> </ul>	Cityscape pictures using different mediums to create mood and atmosphere (sky) Y4 <ul style="list-style-type: none"> <li>I can experiment with the styles used by other artists.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I can use shading to create mood and feeling.</li> <li>I can successfully use shading to create mood and feeling.</li> </ul>	<u><b>Saxon jewellery patterns – stamping/printing using different materials (MAIN)</b></u> Y4 <ul style="list-style-type: none"> <li>I can print onto different materials using at least 4 colours.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I can create an accurate print design following criteria.</li> </ul>	<u><b>BROADWAY ARTS FESTIVAL (MAIN)</b></u>
<b>Design Tech (main in bold)</b>	<u><b>Chariots (MAIN)</b></u> Y4 <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can explain how I have improved my original design.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I can come up with a range</li> </ul>	<u><b>Erupting volcanoes (MAIN)</b></u> Y4 <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can explain how I have improved my original design.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from different sources.</li> <li>I can produce a detailed step-by-step plan.</li> <li>I can suggest alternative plans; outlining the positive features and</li> </ul>	Robotics – musical instruments/games/toys Y4 <ul style="list-style-type: none"> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can present a product in an interesting way.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>I can evaluate appearance and function against original criteria.</li> </ul>	Food from different countries Y4 <ul style="list-style-type: none"> <li>I know how to be safe and hygienic and safe when using food.</li> </ul> Y5 <ul style="list-style-type: none"> <li>I show that I can be both hygienic and safe in the kitchen.</li> </ul>

	<p>of ideas after collecting information from different sources.</p> <ul style="list-style-type: none"> <li>• I can produce a detailed step-by-step plan.</li> <li>• I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can evaluate appearance and function against original criteria.</li> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before making a final version.</li> </ul>	<p>draw backs.</p> <ul style="list-style-type: none"> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can evaluate appearance and function against original criteria.</li> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before making a final version.</li> </ul>		
<b>Computing</b>	<p>Digital literacy Musicians – Producing digital music  (Y4)</p> <ul style="list-style-type: none"> <li>• I can recognise acceptable and unacceptable behaviour using technology.</li> </ul>	<p>Information technology Meteorologists – Presenting the weather  (Y4)</p> <ul style="list-style-type: none"> <li>• I can select and use software to accomplish given goals.</li> <li>• I can collect and present data.</li> <li>• I can produce and upload a pod cast.</li> </ul>	<p>Digital literacy Co-authors – Producing a wiki  (Y4)</p> <ul style="list-style-type: none"> <li>• I can recognise acceptable and unacceptable behaviour using technology.</li> </ul>	<p>Programming Software developers – Developing a simple educational game  (Y4)</p> <ul style="list-style-type: none"> <li>• I can experiment with variables to control models.</li> <li>• I can give an on-screen robot specific instructions that takes them from A to B.</li> <li>• I can make an accurate prediction and explain why I believe something will happen (linked to programming).</li> <li>• I can de-bug a</li> </ul>

						programme.
<b>E-safety Unit</b>	<b>E-safety:</b> Introduction/rules refresher then <a href="#">My Media Choices</a> (Y4) What makes a healthy media choice?	<b>E-safety:</b> <a href="#">Private and Personal Information</a> (Y4) What information about you is ok to share online?	<b>E-safety:</b> <a href="#">Our Online Tracks</a> (Y4) How does our online activity affect the digital footprints of ourselves and others?	<b>E-safety:</b> <a href="#">Keeping Gems Fun and Friendly</a> (Y4) How can I be positive and have fun whilst playing online games, and help others do the same?	<b>E-safety:</b> <a href="#">Super Digital Citizen</a> (Y4) How can we be upstanders when we see cyberbullying?	<b>E-safety:</b> <a href="#">A Creator's Rights and Responsibilities</a> (Y4) What rights and responsibilities do you have as a creator?
<p><b>Knowledge and understanding</b></p> <p>I understand the need for rules to keep me safe when exchanging learning and ideas online.</p> <p>I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</p> <p>I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>I use strategies to verify information e.g. cross-checking.</p> <p>I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.</p> <p>I understand that copyright exists on most digital images, video and recorded music.</p> <p>I understand the need to keep personal information and passwords private.</p> <p>I understand that if I make personal information available online it may be seen and used by others.</p> <p>I know how to respond if asked for personal information or feel unsafe about content of a message.</p> <p>I recognise that cyberbullying is unacceptable and will be sanctioned in line with the school's policy.</p> <p>I know how to report an incident of cyberbullying.</p> <p>I know the difference between online communication tools used in school and those used at home.</p> <p>I understand the need to develop an alias for some public online use.</p> <p>I understand the outcome of internet searches at home may be different than at school.</p> <p><b>Skills</b></p> <p>I follow the school's safer internet rules.</p> <p>I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.</p> <p>I can identify when emails should not be opened and when an attachment may not be safe.</p> <p>I can explain and demonstrate how to use email safely.</p> <p>I can use different search engines.</p>						
<b>Religious Ed</b>	U2.1 What does it mean if Christians are holy and loving? (Pg 75) <b>GOD</b>	U2.8 What does it mean to be Muslim in Britain today? (Pg 82) <b>TAWHID/IMAN/BADAH</b>	U2.9 Why is the Torah so important to Jews? (Pg 83) <b>GOD/TORAH</b>	U2.7 Why do Hindus want to be good? (Pg 81) <b>KARMA/DHARMA/SAMSARA/MOKSHA</b>		

	<p>U2.2 Creation and science: conflicting or complimentary?(Pg 76) <b>CREATION</b></p> <p>U2.3 Why do Christians believe Jesus was a Messiah? (Pg 77) <b>INCARNATION</b></p>			
<b>SMSC</b>	<p><b><u>Y4 Respect</u></b></p> <ul style="list-style-type: none"> <li>I can understand the importance of self-respect and how this links to my own happiness.</li> <li>I can explain the characteristics of friendships, including mutual respect.</li> <li>I can explain how important friendships are in making us feel happy and secure and how people choose and make friends.</li> </ul> <p><b><u>Y5 Independence and personal responsibility</u></b></p> <ul style="list-style-type: none"> <li>I can explain what a community is?</li> <li>I can explain what communities I belong to.</li> <li>I can understand why we have rules and laws.</li> <li>I can understand that different rules and laws apply in different places and in different situations.</li> </ul>	<p><b><u>Y5 First aid</u></b></p> <p><b>Aspiration:</b></p> <ul style="list-style-type: none"> <li>To understand what volunteer organisations are available to support people in our local community and how to make an efficient call to emergency services.</li> <li>I can understand the concepts of basic first aid.</li> <li>I can understand the role of St. John's Ambulance in the community.</li> </ul>	<p><b><u>Y4 Current affairs</u></b></p> <ul style="list-style-type: none"> <li>I can understand there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul> <p><b><u>Y5 Democracy</u></b></p> <ul style="list-style-type: none"> <li>I can understand that I will experience changes during puberty.</li> <li>I can understand that I will experience physical changes during puberty.</li> <li>I can understand that changes for girls will include the menstrual cycle.</li> <li>I can understand that boys will experience changes.</li> <li>I can recognise emotional changes for girls and boys during puberty.</li> <li>I can explain that marriage represents a formal commitment of 2 people which is intended to be lifelong.</li> </ul>	<p><b><u>Y4 Safe home</u></b></p> <ul style="list-style-type: none"> <li>I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>



<p><b>PE/swimming</b></p>	<p><b>Netball/Rugby incl. fitness and running</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can catch with one hand</li> <li>I can throw and catch accurately</li> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> <li>I can keep possession of the ball</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can gain possession by working as a team</li> <li>I can pass in different ways</li> <li>I can choose a tactic for defending and attacking</li> <li>I can use a number of techniques to</li> </ul>	<p><b>Football/Hockey incl. Fitness &amp; Running</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can hit a ball accurately with control</li> <li>I can keep possession of the ball</li> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can gain possession by working as a team</li> <li>I can pass in different ways</li> <li>I can choose a tactic for defending and attacking</li> <li>I can use a number of techniques to pass, dribble and shoot</li> </ul>	<p><b>Gymnastics</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can work in a controlled way</li> <li>I can include change of speed and direction</li> <li>I can include a range of shapes</li> <li>I can work with a partner to create, repeat and improve a sequence with at least three phrases</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can make complex extended sequences</li> <li>I can combine action, balance and shape</li> <li>I can perform consistently to different audiences</li> </ul> <p><b>Swimming (Y4/5)</b> By the end of Key Stage 2:</p> <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least</li> </ul>	<p><b>Dance</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can take the lead when working with a partner or group</li> <li>I can use dance to communicate an idea</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can compose my own dances in a creative way</li> <li>I can perform to an accompaniment</li> <li>My dance shows clarity, fluency, accuracy and consistency</li> </ul> <p><b>Swimming (Y4/5)</b> See Spr 1</p>	<p><b>Athletics</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can run over a long distance</li> <li>I can sprint over a short distance</li> <li>I can throw in different ways</li> <li>I can hit a target</li> <li>I can jump in different ways</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I am controlled when taking off and landing</li> <li>I can throw with accuracy</li> <li>I can combine running and jumping</li> </ul> <p><b>O&amp;A/Bell Boating</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can follow a map in a (more demanding) familiar context</li> <li>I can follow a route within a time limit</li> </ul> <p><b>Year 5</b></p>	<p><b>Striking and Fielding Games – Tennis &amp; Rounders</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can use forehand and backhand with a racket</li> <li>I can field</li> </ul>
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	pass, dribble and shoot		<p>25 metres</p> <ul style="list-style-type: none"> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>I can perform safe self-rescue in different water-based situations.</li> </ul>		<ul style="list-style-type: none"> <li>I can follow a map in an unknown location</li> <li>I can use clues and a compass to navigate a route</li> <li>I can change my route to overcome a problem</li> <li>I can use new information to change my route</li> </ul>	
<b>Forest school</b>		Y5 - Navigation and geographical skills (Spr 1)		Y4 – Shelter building (Spr 2 )		
<b>Music</b>	<p><b>Y4: In the past (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can identify and describe the purposes of different music.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can perform a simple part rhythmically.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul> <p><b>Y4: Buildings (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can explain why silence is often needed in music and explain what effect it has.</li> </ul>	<p><b>Y4: Environment (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can identify the character in a piece of music.</li> <li>I can sing songs from memory with accurate pitch.</li> <li>I can improvise using repeated patterns.</li> </ul> <p><b>Y4: Recycling (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can identify and describe the different purposes of music.</li> </ul>	<p><b>Y4: Time (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>I can identify and describe the different purposes of music.</li> <li>I can perform a part rhythmically.</li> <li>I can use notation to record and interpret sequences of pitches.</li> </ul> <p><b>Y4: Around the world (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can use notation to record and interpret sequences of pitches.</li> <li>I can use notation to record compositions in a small group or on my own.</li> </ul>	<p><b>Y4: Sounds (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can identify and describe the purposes of music.</li> </ul> <p><b>Y4: Communication (3 lessons)</b></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can identify the character in a piece of music.</li> </ul>		



	for shields, catapults etc.	Science vs natural disasters – Angela Royston		The penguin book of first world war poetry – George Walter
<b>Reading/Phonics (reading linked to topics)</b>	Escape from Pompeii- Christina Balit	Extreme Earth – Toby Reynolds Survivors – David Long David Attenborough/national geographic video clip Science vs natural disasters – Angela Royston	You wouldn't want to be an Anglo-Saxon peasant – Jacqueline Morley Freedom for Bron – N.S Blackman	Letters from the lighthouse (WWII) – Emma Carroll Kensuke's kingdom – Michael Morpurgo
<b>Maths units</b>	Number: place value (4 weeks) Number: Addition and subtraction (3 weeks) Number: Multiplication and division (3 weeks)	Measurement: Length, perimeter and area (2 weeks) Number: multiplication and division (another 3 weeks) Number: Fractions (5 weeks)	Number: Decimals - including percentages for Y5 (4 weeks) Number: Decimals – including Y4 money (2 weeks) Measurement: Time (1 week) Statistics (2 weeks)	Geometry: Properties of shape (3 weeks) Geometry: Position and direction (1 week) Y4 = consolidation Y5 = Converting units and volume (2 weeks) Consolidation (1 week)
<b>Links to British Values</b>	<b>The rule of law</b> Free choice – Boudicia. Roman army's teamwork. Emperor's ambition to expand his empire.	<b>Democracy</b> Working together to futureproof our environment and ensure resources aren't used up.	<b>Individual liberty</b> Look at the lack of individual liberty compared to now. Saxons had a hierarchy system: king, peasants, and slaves. The lowest classes of society weren't even able to own land.	<b>Mutual respect and tolerance</b> Aware of different faiths and beliefs Multiculturalism, celebrating diversity.
<b>School Values</b>	<b>Togetherness</b> How the Roman soldiers worked together.	<b>Resilience</b> A continued effort to repair the damage already done to the environment and futureproof it.	<b>Respect</b> Anglo Saxon burials	<b>Pride</b> National flags, different countries celebrations and festivals.
<b>Enrichment / Community</b>	<b>Community:</b> Chedworth Roman Villa – Gloucestershire <b>Stratford MAD museum</b>  <b>Enrichment:</b> Hire Roman artefacts Mosaic workshop – The mosaic studio website	<b>Enrichment:</b> Emergency Earthquake scenario <a href="https://www.nhm.ac.uk/events/schools-emergency-earthquakes-volcanoes.html">https://www.nhm.ac.uk/events/schools-emergency-earthquakes-volcanoes.html</a> <b>Community:</b> Jobs in the emergency services.	<b>Enrichment:</b> Saxon day (with class 3) Escape room: <a href="http://www.schoolescaperooms.co.uk/history-escape-rooms/">http://www.schoolescaperooms.co.uk/history-escape-rooms/</a>	<b>Community &amp; Aspirations:</b> Experiences from other cultures – dancing (get visitor in), food (ask family members in).

## 2021/2022 – Rotation B (Different topics to Class 3)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<u>Legends and longboats</u> Vikings	<u>Galapagos</u>		<u>Mayans</u>		<u>Battle of Evesham (1265)</u>
<b>History/Geography</b>	<p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</li> </ul> <p><b>(Y5) History</b></p> <ul style="list-style-type: none"> <li>I can describe how crime and punishment has changed over a period of time (any).</li> <li>I can test out a hypothesis in order to answer questions (any).</li> <li>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> </ul>	<p><b>(Y4) Geography</b></p> <ul style="list-style-type: none"> <li>I can locate the tropic of Cancer and the tropic of Capricorn.</li> </ul> <p><b>(Y5) Geography</b></p> <ul style="list-style-type: none"> <li>I can plan a journey to a place in another part of the world, taking account of distance and time.</li> <li>I can explain how a location fits into its wider geographical location with reference to human and economical features.</li> </ul>		<p><b>(Y4) Geography</b></p> <ul style="list-style-type: none"> <li>I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</li> </ul> <p><b>KS2 - Locate north and south America on a map.</b></p> <p><b>(Y5) Geography</b></p> <ul style="list-style-type: none"> <li>I can explain how a location fits into its wider geographical location with reference to human and economical features.</li> </ul> <p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</li> <li>I can explain how the lives of wealthy people were different from the lives of poorer</li> </ul>		<p><b>(Y4) History</b></p> <ul style="list-style-type: none"> <li>I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> </ul> <p><b>(Y4) Geography</b></p> <ul style="list-style-type: none"> <li>I can plan a journey to a place in England.</li> </ul> <p><b>(Y5) History</b></p> <ul style="list-style-type: none"> <li>I can explain how our locality has changed over time.</li> <li>I can describe how crime and punishment has changed over a period of time (any).</li> <li>I can test out a hypothesis in order to answer questions (any).</li> </ul>

			people.	
<p><b>Science</b></p> <p><b>Working scientifically Y4 (Y5 on cycle A):</b></p> <ul style="list-style-type: none"> <li>• I can ask relevant scientific questions.</li> <li>• I can use observations and knowledge to answer scientific questions.</li> <li>• I can set up a simple enquiry to explore a scientific question.</li> <li>• I can set up a test to compare two things.</li> <li>• I can set up a fair test and explain why it is fair.</li> <li>• I can make careful and accurate observations, including the use of standard units.</li> <li>• I can use equipment, including thermometers and</li> </ul>	<p><b>Rocks (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>• I can describe how fossils are formed.</li> <li>• I can describe how soil is made.</li> <li>• I can describe and explain the difference between sedimentary and igneous rock.</li> </ul>	<p><b>Animals including humans (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can explain the importance of a nutritious, balanced diet.</li> <li>• I can explain how nutrients, water and oxygen are transported within animals and humans.</li> <li>• I can describe and explain the skeletal system of a human.</li> <li>• I can describe and explain the muscular system of a human.</li> <li>• I can describe the purpose of the skeleton in humans and animals.</li> </ul> <p><b>(Y4)</b></p> <ul style="list-style-type: none"> <li>• I can identify and name the parts of the human digestive system.</li> <li>• I can describe the functions of the organs in the human digestive system.</li> <li>• I can identify and describe the different types of teeth in humans.</li> <li>• I can describe the functions of different human teeth.</li> <li>• I can use food chains to identify producers, predators and prey.</li> <li>• I can construct food chains to identify producers, predators and prey.</li> </ul>	<p><b>States of matter (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can group materials based on their state of matter (solid, liquid, gas).</li> <li>• I can describe how some materials can change state.</li> <li>• I can explore how materials change state.</li> <li>• I can measure the temperature at which materials change state.</li> <li>• I can describe the water cycle.</li> <li>• I can explain the part played by evaporation and condensation in the water cycle.</li> </ul>	<p><b>Sound (Y4)</b></p> <p>I can describe how a sound is made.</p> <p>I can explain how sound travels from a source to our ears.</p> <p>I can explain the place of vibration in hearing.</p> <p>I can explore the correlation between pitch and the object producing a sound.</p> <p>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can describe what happens to a sound as it travels away from its source.</p>

<p>data loggers to make measurements.</p> <ul style="list-style-type: none"><li>• I can gather, record, classify and present data in different ways to answer scientific questions.</li><li>• I can use diagrams, keys, bar charts and tables; using scientific language.</li><li>• I can use findings to report in different ways, including oral and written explanations, presentation.</li><li>• I can draw conclusions and suggest improvements.</li><li>• I can make a prediction with a reason.</li><li>• I can identify differences, similarities and changes related to an enquiry.</li></ul>				
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<p><b>Art</b> <b>(main in bold)</b></p>	<p>Boat silhouette on water – see link 1 below *</p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>I can show reflections in my art.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can use line, tone, shape and colour to represent figure and forms in movement.</li> </ul>	<p><b><u>Drawing different textures – animal skin/fur/shell/feathers. Realistic animal portraits (MAIN) See Gomersal website for ‘Evolution and inheritance’ art July 5<sup>th</sup>.</u></b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can use marks and lines to show texture in my art.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can identify and draw objects and use marks and lines to produce texture.</li> </ul>	<p>Mayan pattern printing – using pupils own digital images from computing lessons.</p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can print onto different materials using at least four colours.</li> <li>I can integrate digital images into my art.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can create an accurate print design following criteria.</li> <li>I can use images which I have created, scanned and found; altering them where necessary to create art.</li> </ul>	<p><b><u>Art – soldier portrait (MAIN)</u></b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can show facial expressions and body language in sketches and paintings.</li> <li>I can experiment with styles used by other artists.</li> <li>I can explain some of the features of art from historical periods.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can express emotion in my art.</li> <li>I can research the work of an artist and use their work to replicate a style.</li> </ul>
<p><b>Design Tech</b> <b>(main in bold)</b></p>	<p><b><u>Floating longships (MAIN)</u></b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can explain how I have improved my original design.</li> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> </ul>	<p><b>Design and make an anti-pollution boom (recycling)</b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can produce a plan and explain it.</li> <li>I can evaluate and suggest improvements for my designs.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from different sources.</li> <li>I can produce a detailed step-by-step plan.</li> <li>I can suggest alternative plans;</li> </ul>	<p><b><u>Food technology – chocolate (MAIN)</u></b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I know how to be safe and hygienic and safe when using food.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<p><b>Best material testing for a sword or shield. Make own.</b></p> <p><b>Y4</b></p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> <li>I can evaluate products for both their purpose and appearance.</li> <li>I can evaluate and suggest improvements for my designs.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from different sources.</li> <li>I can evaluate appearance</li> </ul>



	<ul style="list-style-type: none"> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from different sources.</li> <li>I can produce a detailed step-by-step plan.</li> <li>I can suggest alternative plans; outlining the positive features and draw backs.</li> <li>I can explain how a product will appeal to a specific audience.</li> <li>I can evaluate appearance and function against original criteria.</li> <li>I can use a range of tools and equipment competently.</li> <li>I can make a prototype before making a final version.</li> </ul>	<p>outlining the positive features and draw backs.</p>		<p>and function against original criteria.</p> <ul style="list-style-type: none"> <li>I can suggest alternative plans; outlining the positive features and draw backs.</li> </ul>
<p><b>Computing</b></p>	<p><b>Digital literacy</b>  <b>We are bloggers – Sharing experiences and opinions (Y5)</b></p> <ul style="list-style-type: none"> <li>I understand that you have to make choices when using technology and that not everything is true and/or safe.</li> </ul>	<p><b>Information technology</b>  <b>We are web developers – Creating a webpage about cyber safety (Y5)</b></p> <ul style="list-style-type: none"> <li>I can analyse information.</li> <li>I can evaluate information.</li> <li>I understand how search results are selected and ranked.</li> <li>I can edit a film.</li> </ul>	<p><b>Digital literacy</b>  <b>We are artists – Fusing geometry and art (Y5)</b></p> <ul style="list-style-type: none"> <li>I understand that you have to make choices when using technology and that not everything is true and/or safe.</li> </ul>	<p><b>Programming</b>  <b>We are cryptographers – Cracking codes (Y5)</b></p> <ul style="list-style-type: none"> <li>I can combine sequences of instructions and procedures to turn devices on and off.</li> <li>I can use technology to control an external device.</li> <li>I can design algorithms that</li> </ul>

						use repetition and 2-way selection.
<b>E-safety Unit</b>	<b>E-safety:</b> Introduction and rules refresher then <a href="#">My Media Balance</a> (Y5)  Finding a healthy balance	<b>E-safety:</b> <a href="#">You won't believe this</a> (Y5)  What is clickbait and how can you avoid it?	<b>E-safety:</b> <a href="#">Beyond gender stereotypes</a> (Y5)  How do gender stereotypes shape our experience online?	<b>E-safety:</b> <a href="#">Digital Friendships</a> (Y5)  How do you keep online friendships safe?	<b>E-safety:</b> <a href="#">What's Cyberbullying</a> (Y5)  What is cyberbullying and what can you do to stop it?	<b>E-safety:</b> <a href="#">Reading News Online</a> (Y5)  What are the important parts of online news articles?
<p><b>Knowledge and understanding</b></p> <p>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.  I understand the potential risk of providing personal information online.  I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.  I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).  I understand that some material on the internet is copyrighted and may not be copied or downloaded.  I understand that some messages may be malicious and know how to deal with this.  I understand that online environments have security settings, which can be altered, to protect the user.  I understand that the benefits of developing a 'nickname' for online use.  I understand that some malicious adults may use various techniques to make contact and elicit personal information.  I know that it is unsafe to arrange to meet unknown people online.  I know how to report any suspicions.  I understand that I should not publish other people's pictures or tag them on the internet without permission.  I know that content put online is extremely difficult to remove.  I know what to do if I discover something malicious or inappropriate.</p> <p><b>Skills</b></p> <p>I follow the school's safer internet rules.  I can make safe choices about the use of technology.  I can use technology in ways which minimises risk. E.g. responsible use of online discussions, etc.  I can create strong passwords and manage them so that they remain strong.  I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond the school.  I can competently use the internet as a search tool.  I can reference information sources.  I can use appropriate strategies for finding, critically evaluating, validating and verifying information. E.g. using different keywords, skim reading</p>						

	to check relevance of information, cross checking with different websites or other non ICT resources. I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk, .com, .ac, .sch, .org, .gov and .net) to support validation of information.			
<b>Religious Ed</b>	<p>U2.4 How do Christians decide how to live? What would Jesus do? (Pg 78) <b>GOSPEL</b></p> <p>U2.5 What do Christians believe Jesus did to 'save' people? (Pg 79) <b>SALVATION</b></p> <p>U2.6 For Christians, what kind of king is Jesus? (Pg 80) <b>KINGDOM OF GOD</b></p>	<p>U2.12 How does faith help when life gets hard? (Pg 86) <b>THEMATIC</b></p>	<p>U2.11 Why do some believe in God and some do not? (Pg 85) <b>THEMATIC</b></p>	<p><b><u>NON RELIGIOUS VIEWS</u></b> <b><u>2.10 What matters most to humanists, Christians?</u></b></p>
<b>SMSC</b>	<p><b><u>Y5 Responsibilities in school,</u></b></p> <ul style="list-style-type: none"> <li>• I can think about why refugees leave their countries?</li> <li>• I can think about how schools, families, communities or governments ensure that a child's human rights are met?</li> <li>• I can explain my role in ensuing our own and other's human rights are met?</li> </ul>	<p><b><u>Y4 Changes in relationships,</u></b> divorce and separation, bereavement, pre puberty changes and emotions. – Transition – feeling more than friends.</p> <ul style="list-style-type: none"> <li>• I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</li> </ul>	<p><b><u>Y4 Building confidence and challenging stereotypes.</u></b> Comparing ourselves to others.</p> <ul style="list-style-type: none"> <li>• I can talk about different types of bullying, the impact of bullying responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><b><u>Y4 Mental Health and positive body image</u></b></p> <ul style="list-style-type: none"> <li>• I can start to understand</li> </ul>	<p><b><u>Y5 Money</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise the role of a bank.</li> <li>• I can understand the link between jobs and money.</li> <li>• I can begin to understand how tax works in the UK.</li> <li>• I can understand how things can be paid for.</li> <li>• I can money has a different value in different countries.</li> </ul>

				<p>mental wellbeing is a normal part of daily life in the same way as physical health.</p> <ul style="list-style-type: none"> <li>I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>		
<b>PE/swimming</b>	<p><b>Football/Hockey incl. Fitness &amp; Running</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can hit a ball accurately with control</li> <li>I can keep possession of the ball</li> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can gain possession by working as a team</li> <li>I can pass in different ways</li> </ul>	<p><b>Netball/Rugby incl. fitness and running</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can catch with one hand</li> <li>I can throw and catch accurately</li> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> <li>I can keep possession of the ball</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can gain possession by working as a team</li> <li>I can pass in different ways</li> </ul>	<p><b>Gymnastics</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can work in a controlled way</li> <li>I can include change of speed and direction</li> <li>I can include a range of shapes</li> <li>I can work with a partner to create, repeat and improve a sequence with at least three phrases</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can make complex extended sequences</li> <li>I can combine action, balance</li> </ul>	<p><b>Dance</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can take the lead when working with a partner or group</li> <li>I can use dance to communicate an idea</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can compose my own dances in a creative way</li> <li>I can perform to an accompaniment</li> <li>My dance shows clarity, fluency, accuracy and consistency</li> </ul>	<p><b>Athletics</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can run over a long distance</li> <li>I can sprint over a short distance</li> <li>I can throw in different ways</li> <li>I can hit a target</li> <li>I can jump in different ways</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I am controlled when taking off and landing</li> <li>I can throw with accuracy</li> <li>I can combine running and jumping</li> </ul>	<p><b>Striking and Fielding Games – Tennis &amp; Rounders</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can use forehand and backhand with a racket</li> <li>I can field</li> </ul>

	<ul style="list-style-type: none"> <li>I can choose a tactic for defending and attacking</li> <li>I can use a number of techniques to pass, dribble and shoot</li> </ul> <p><b>Swimming (Y4/5)</b> By end of Key Stage 2:</p> <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>I can perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a tactic for defending and attacking</li> <li>I can use a number of techniques to pass, dribble and shoot</li> </ul> <p><b>Swimming (Y4/5)</b> See Aut 1</p>	<p>and shape</p> <ul style="list-style-type: none"> <li>I can perform consistently to different audiences</li> </ul>		<p><b>O&amp;A/Bell Boating</b></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>I can follow a map in a (more demanding) familiar context</li> <li>I can follow a route within a time limit</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>I can follow a map in an unknown location</li> <li>I can use clues and a compass to navigate a route</li> <li>I can change my route to overcome a problem</li> <li>I can use new information to change my route</li> </ul>	
<b>Forest school</b>		Y5 - Using tools or shelter building (Spr1)	Y4 – Using tools (Spr2)			
<b>Music</b>	<b>Y5: At the movies (6 lessons)</b>	<b>Y5: Keeping healthy (6 lessons)</b>	<b>Y5: Life cycles (6 lessons)</b>	<b>Y5: Celebration (6 lessons)</b>		
	<ul style="list-style-type: none"> <li>I can choose the most</li> </ul>	<ul style="list-style-type: none"> <li>I can use my music diary to</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise within a group</li> </ul>	<ul style="list-style-type: none"> <li>I can breathe in the correct</li> </ul>		

	<p>appropriate tempo for a piece of music.</p> <ul style="list-style-type: none"> <li>I can suggest improvements to my own work and that of others.</li> <li>I can contrast the work of a famous composer and explain my preferences.</li> </ul>	<p>record aspects of the composition process.</p> <ul style="list-style-type: none"> <li>I can describe, compare and evaluate music using musical vocabulary.</li> <li>I can explain why I think music is successful or unsuccessful.</li> </ul>	<p>using melodic and rhythmic phrases.</p> <ul style="list-style-type: none"> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can compose music which meets specific criteria.</li> <li>I can use notation to record groups of pitches (chords).</li> </ul>	<p>place when singing.</p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> </ul>
<p><b>French (KS2 only)</b></p> <p><b>Spoken Language</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>	<p><b>Les quatre amis</b> The four friends</p> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can name and describe an object.</li> <li>I can give a response using a short phrase.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can read and understand a short passage using familiar language.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can say what I like/dislike about a familiar topic.</li> </ul>	<p><b>Ca pousse!</b> Growing things!</p> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can name and describe a place.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can explain the main points in a short passage.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can start to understand a short story or factual text and note the main points.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can write phrases from memory.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can substitute words and phrases.</li> </ul>	<p><b>On y va!</b> All aboard!</p> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can have a short conversation saying 3-4 things.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can start to hold a simple conversation with at least 4 exchanges.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can read a passage independently.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can begin to use the context to work out unfamiliar words.</li> </ul>	<p><b>Raconte-moi une histoire!</b> Tell me a story!</p> <p>Year 4</p> <ul style="list-style-type: none"> <li>I am starting to speak in sentences.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can begin using my knowledge of grammar to speak correctly.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>I can write 2-3 short sentences on a familiar topic.</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can begin to write a paragraph of 4-5 sentences.</li> </ul>
<p><b>English genres (2 per topic)</b></p>	<p><u>Vikings</u></p> <p><b>Fiction: Narrative (letter)</b></p>	<p><u>Galapagos</u></p> <p><b>Fiction: Persuasive letter</b></p>	<p><u>Mayans</u></p> <p><b>Fiction: Advert (chocolate)</b></p>	<p><u>Evesham</u></p> <p><b>Fiction: Narrative</b></p>

	<p>The saga of Erik the Viking – Terry Jones</p> <p><b>Non-fiction: Newspaper article</b> Viking village – the literacy shed</p>	<p>‘real life’ texts about recycling/the environment</p> <p><b>Non-fiction: Non-chronological report</b> Darwin’s tree of life – Michael Bright</p>	<p>TV adverts – Lindt, M&amp;S etc.</p> <p><b>Poetry (food)</b> If you were made of chocolate (poem)</p>	<p>‘Beyond the lines’ – The literacy shed (focus on the action/suspense, not Normandy clues in video)</p> <p><b>Non-fiction: Biography (Edward I of Simon de Montford)</b> Lewes and Evesham 1264-65 – Simon De Montford and the Baron’s war.</p>
<b>Reading/Phonics (reading linked to topics)</b>	<p>Viking village – the literacy shed The Vikings; Raiders, traders and adventures – Marcia Williams Beowulf – Michael Murpurgo The saga of Erik the Viking – Terry Jones</p>	<p>What Mr Darwin saw – Mick Manning Darwin’s tree of life – Michael Bright</p>	<p>The chocolate tree – Linda Lowery If you were made of chocolate (poem) Chocolate cake – Michael Morpurgo</p>	<p>Lewes and Evesham 1264-65 – Simon De Montford and the Baron’s war.</p>
<b>Maths units</b>	<p>Number: place value (4 weeks) Number: Addition and subtraction (3 weeks) Number: Multiplication and division (3 weeks)</p>	<p>Measurement: Length, perimeter and area (2 weeks) Number: multiplication and division (another 3 weeks) Number: Fractions (5 weeks)</p>	<p>Number: Decimals - including percentages for Y5 (4 weeks) Number: Decimals – including Y4 money (2 weeks) Measurement: Time (1 week) Statistics (2 weeks)</p>	<p>Geometry: Properties of shape (3 weeks) Geometry: Position and direction (1 week) Y4 = consolidation Y5 = Converting units and volume (2 weeks) Consolidation (1 week)</p>
<b>Links to British Values</b>	<p><b>The rule of law</b> Viking’s reputation for law breaking, the law-speaker’s responsibility to remember the laws (as they didn’t write things down).</p>	<p><b>Democracy</b> To solve the plastic pollution on the island – all are involved.</p>	<p><b>Individual liberty</b> Mayans expressed themselves through art, sculpture, stone carvings. Contrast this to now – social media, freedom of speech.</p>	<p><b>Mutual respect and tolerance</b> Lack of respect and tolerance – causing battles. Was this resolved afterwards or were people still as greedy?</p>
<b>School Values</b>	<p><b>Resilience</b> Eirik the red’s comeback in the late 900s</p>	<p><b>Togetherness</b> Working together to clear the plastic pollution and protect the animals from it and invent ways to stop it happening.</p>	<p><b>Respect</b> Mayan’s respect for the dead – death rituals and pyramids.</p>	<p><b>Pride</b> Representing their place and going to battle to protect it.</p>

<b>Enrichment / Community</b>	<b>Enrichment:</b> Viking escape room company into school Viking shelter building/bread making	<b>Enrichment &amp; Aspirations:</b> Animal visitor in – unusual species	<b>Enrichment:</b> Cadbury world Visit Broadway sweet/chocolate shop – how do they differ?	<b>Community:</b> Battle of Evesham event Evesham Almonry
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\*(Van Gogh Starry Night style) – create movement . Arthur Rackham, ship

<https://thehelpfulteacher.blogspot.com/2013/07/line-shape-form-and-movement-and-texture.html>