



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

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
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](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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2022/2023 – Rotation A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b>Chariot Champions</b></p> <p><u>Curriculum drivers</u> Inspire Knowledge and skills Community</p>	<p><b>Extreme Earth</b></p> <p><u>Curriculum drivers</u> Enrichment Challenge</p>		<p><b>Raiders and Traders</b></p> <p><u>Curriculum drivers</u> Inspire Knowledge and skills Challenge</p>		<p><b>Countries and Capitals (Europe and Brexit)</b></p> <p><u>Curriculum drivers</u> Community Enrichment Aspiration Knowledge and skills</p>
<p><b>History/Geography</b></p> <p>Purple = covered in more than one topic.</p>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can place events studied on a timeline.</li> <li>I can use terms related to the period and begin to date events.</li> <li>I can use more complex terms relating to dates such as BCE/AD.</li> <li>I can use evidence to reconstruct life of different people in time studied.</li> <li>I can identify key features and events of time studied.</li> <li>I can offer a reasonable</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and name some of the world's volcanoes.</li> <li>Describe why volcanoes and earthquakes occur.</li> <li>Identify, describe and develop understanding key aspects of climate zones, biomes and vegetation belts.</li> <li>Locate and name an increasing range of the world's countries using maps to focus on North and South America.</li> <li>Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Develop a wider range of methods such as digital maps, plans, graphs</li> </ul>		<p>Continuing on from Roman era finishing AD410 and then start Saxons: Anglo invasions, settlements and kingdoms, village life etc.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can plot history on timelines using centuries and decades.</li> <li>I can recall key historical facts and some dates from a period studied.</li> <li>I can look for links and effects in time studied.</li> <li>I can explain the impact of significant historical figure.</li> <li>I can explain how the previous settlers of the past have shaped our lives today.</li> <li>I can offer some reasons for different versions of the same event.</li> <li>I can ask and answer more complex questions through independent research.</li> <li>I can display my findings in a variety of ways.</li> </ul>		<p><b>Knowledge</b></p> <p><b>LOOK AT TOPIC 2 MISSING/AMBER STATEMENTS</b></p> <ul style="list-style-type: none"> <li>Understand why a place is important to humans (settlements and land usage, economy and trade, available natural resources)</li> <li>I can understand how one place is similar and different to another using key geographical language</li> </ul>

	<p>explanation for some events.</p> <ul style="list-style-type: none"> <li>• I can look at a wider range of sources for evidence and evaluate its usefulness.</li> <li>• I can link observed details and research to offer reasonable explanations for some events.</li> <li>• I can display my findings in a variety of ways.</li> <li>• I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry.</li> <li>• I can select data and organise it to answer historical questions.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can place the current study on a timeline in relation to other studies.</li> </ul>	<p>and presentations to communicate geographical information.</p> <ul style="list-style-type: none"> <li>• Observe, record and explain geographical features of a location.</li> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Choose the most appropriate method to communicate geographical information.</li> <li>• Observe, measure and record human and physical features of a location.</li> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry.</li> <li>• I can select data and organise it to answer historical questions.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can relate current studies to previous studies to make comparisons between them.</li> <li>• I can independently place historical events or change on a time line, to outline different information, remembering key facts from a period studied.</li> <li>• I can compare an aspect of life with the same aspect in another period.</li> <li>• I can describe how a significant individual has influenced the UK or wider world.</li> <li>• I can examine the causes and results of key historical events and the impact on people.</li> <li>• I can show awareness that different sources of evidence could lead to different conclusions.</li> <li>• I can describe how different types of evidence tell us different things and why this leads to contrasting views and interpretations.</li> <li>• I can record and communicate knowledge in different forms.</li> </ul>	<p>relating to human and physical geography.</p> <ul style="list-style-type: none"> <li>• I can explain why people may choose to live in one place rather than another.</li> <li>• Locate and name an increasing range of the world's countries using maps to focus on Europe (<b>inc Russia</b>).</li> <li>• Identify environmental regions and the key human and physical characteristics of and major cities across the world.</li> <li>• Name and locate a wider range of places in Europe.</li> </ul> <p><b>Year 4</b></p>
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	<ul style="list-style-type: none"> <li>• I can recall and sequence key events of time studied.</li> <li>• I can study different aspects of the different people from time studied.</li> <li>• I can compare life from the beginning and end of the period studied.</li> <li>• I can examine causes and results of great events and the impact on people.</li> <li>• I can begin to identify primary and secondary sources. Completed in topic 3.</li> <li>• I can select and use relevant sources of information.</li> <li>• I can test out a hypothesis in order</li> </ul>		<ul style="list-style-type: none"> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to more complex geographical questions (including how? and why?).</li> <li>• Identify and describe similarities, differences and patterns when investigating places, environments and people.</li> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions that are more causal, i.e. Why does that happen in that</li> </ul>
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	<p>to answer a question.</p> <ul style="list-style-type: none"> <li>• I can record and communicate knowledge in different forms.</li> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul>				<p>place? Could it happen here?</p> <ul style="list-style-type: none"> <li>• Recognise geographical issues affecting people in different locations and environments.</li> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>
<p><b>Science</b></p> <p>Working scientifically (Y4 objectives split between classes 3 and 4).</p>	<p><b>Living things and their habitats (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can group living things in different ways.</li> <li>• I can use classification</li> </ul>	<p><b>Forces and Magnets (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can explore and describe how objects move on different surfaces.</li> </ul>	<p><b>Plants (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can describe the function of different parts of flowering plants and trees.</li> </ul>	<p><b>Forces and Magnets (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> </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.</li> </ul>

<p><b>Y4</b>  I can use observations and knowledge to answer scientific questions.  I can set up a fair test and explain why it is fair.  I can gather, record, classify and present data in different ways to answer scientific questions.  I can use findings to report in different ways, including oral and written explanations, presentation.  I can draw conclusions and suggest improvements.  I can identify differences, similarities and changes related to an enquiry.</p>	<p>keys to group, identify and name living things (for others to use).</p> <ul style="list-style-type: none"> <li>I can describe how changes to an environment could endanger living things.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how some forces require contact and some do not, giving examples.</li> <li>I can explore and describe how objects move on different surfaces.</li> <li>I can explain how some forces require contact and some do not, giving examples.</li> <li>I can explore and explain how objects attract and repel in relation to objects and other magnets.</li> <li>I can predict whether objects will be magnetic and carry out an enquiry to test this out.</li> <li>I can describe how magnets work.</li> <li>I can predict whether magnets will attract or repel and give reason.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and describe the needs of different plants for survival.</li> <li>I can explore and describe how water is transported within plants.</li> <li>I can describe the plant life cycle, especially the importance of flowers.</li> </ul>	<ul style="list-style-type: none"> <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>mammal, amphibian, insect, bird.</p> <ul style="list-style-type: none"> <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>
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<p><b>Y5</b></p> <p>I can plan different types of scientific enquiry.</p> <p>I can control variables in an enquiry.</p> <p>I can measure accurate and precisely using a range of equipment.</p> <p>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>I can report findings from enquiries in a range of ways.</p> <p>I can explain a conclusion from an enquiry.</p>					
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<p>I can explain causal relationships in an enquiry. I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Read, spell and pronounce scientific vocabulary accurately.</p>					
<p><b>Art (main in bold)</b></p>	<p><b>Sculpture:</b> Roman pottery</p> <p><b>Artist Focus:</b> Grayson Perry (pottery)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can produce more intricate surface patterns using a range of processes.</li> <li>I can adapt my work when</li> </ul>	<p><b>Collage:</b> Pyroclastic flow collage</p> <p><b>Artist Focus:</b> Henry Matisse (Collage)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can create a photomontage using given photographs from a range of sources.</li> </ul>	<p><b>Drawing (sketching):</b> Anglo-Saxon artefacts</p> <p><b>Artist Focus:</b> Vincent Van Gogh</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can use marks and lines to show texture in my art.</li> </ul> <p>Year 5:</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><b>Painting:</b> Self-portraits</p> <p><b>Artist Focus:</b> Local artists</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can show facial expressions and body language in sketches.</li> <li>I can explore different brush strokes and consider why/when they might be used.</li> <li>I can select colour to reflect mood.</li> </ul>	



	<p>necessary and explain why.</p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can develop an understanding of different ways of finishing work (e.g. glaze, paint, and varnish).</li> <li>I can independently recognise problems and adapt my work when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>I can add collage to a painted, printed or drawn background to enhance work.</li> </ul>		<p>Year 5:</p> <ul style="list-style-type: none"> <li>I can express emotions in my art.</li> <li>I can mix colours with confidence, building on previous knowledge.</li> <li>I can select colour for purpose, explaining choices.</li> <li>I can discuss how colour can be used to express ideas, feelings and mood.</li> </ul>
<p><b>Artists and their work (throughout every topic):</b></p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can experiment with the styles used by other artists.</li> <li>I can explain some of the features of art from historical periods.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can research the work of an artist and use their work to replace a style.</li> </ul>				
<b>Design Tech (main in bold)</b>	<p><b>Roman Catapults (mechanical)</b></p> <p>Year 4</p> <p><u>Design</u></p>	<p>Earthquake proof buildings (electrical alarms)</p> <p>Year 4</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> </ul>	<p><b>Anglo-Saxon Purses</b></p> <p>Year 4</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can measure accurately.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate and suggest improvements for my designs.</li> </ul>	<p>European Food</p> <p>Year 4</p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>I know how to be both hygienic and</li> </ul>

	<ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>I can persevere and adapt my work when my original ideas do not work.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can explain how I have improved my original design.</li> </ul> <p style="text-align: center;">Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a detailed, step-by-step plan.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can make a prototype before make a final version.</li> <li>I can use a range of tools and equipment competently.</li> </ul>	<p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate products for both their purpose and appearance.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>I can make simple electrical circuits and components which can be used to create functional products.</li> </ul> <p style="text-align: center;">Year 5</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate appearance and function against original criteria.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>I know how to program a computer to control their products.</li> </ul>	<p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a plan and explain it. <u>(Repeated from topic 1)</u></li> <li>I can use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> </ul> <p style="text-align: center;">Year 5</p> <p><u>Design</u></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. <u>(Repeated from topic 1)</u></li> <li>I can explain how a product will appeal to a specific audience.</li> <li>I can use computer-aided design to develop and communicate their ideas</li> <li>I can produce a detailed, step-by-step plan.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can suggest alternative plans; outlining the positive features and draw backs.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can use a range of tools and equipment competently. <u>(Repeated from topic 1)</u></li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain that a single fabric shape can be used to make a 3D textiles product.</li> </ul>	<p>safe when using food.</p> <ul style="list-style-type: none"> <li>I can explain food ingredients can be fresh, pre-cooked and processed.</li> <li>I can describe that to be active and healthy, food and drink are needed to provide energy for the body.</li> <li>I can explain that seasons may affect the food available</li> <li>I can describe how food is processed into ingredients that can be eaten or used in cooking</li> <li>I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading,</li> </ul>
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kneading and  
baking

Year 5

Cooking and nutrition

- I show that I can be both hygienic and safe in the kitchen.
- I can explain that recipes can be adapted to change the appearance, taste, texture and aroma
- I can explain that different food and drink contain different substances – nutrients, water and fibre – that are needed for health
- I can describe that food is grown (such as tomatoes, wheat and

				potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
<p><b>Computing</b> Digital Literacy objectives are covered throughout the year.</p>	<p>Computer systems and networks: <u>Teach Computing unit:</u> Year 3 – Computing systems and networks - Computing systems and networks.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can copy and paste text or images to a document.</li> <li>I can crop an image and apply simple filters.</li> <li>I can use a search engine to find specific information.</li> <li>I recognise that school computers are connected on a network.</li> <li>I can work with computer inputs and outputs.</li> </ul>	<p>Creating Media: <u>Teach Computing unit:</u> Year 3 – Creating media – Stop-frame animation.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I recognise that you can organise files using folders.</li> <li>I can collect, organise and present information using a range of media.</li> <li>I can design and create digital content for a specific purpose.</li> <li>I can edit digital content to improve it according to feedback.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can identify and use appropriate hardware and software for specific tasks.</li> <li>I consider the audience when designing and creating digital content.</li> <li>I can evaluate my own designs, suggesting improvements.</li> </ul>	<p>Programming and Algorithms: <u>Teach Computing unit:</u> Year 3 – Programming B – Events and actions in programs.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can create a program that uses a range of inputs.</li> <li>I can decompose a problem into small parts to help solve it.</li> <li>I can explain when to use forever loops and count-controlled loops and use them in programs.</li> <li>I recognise selection in a program or algorithm.</li> <li>I can design a program for a purpose.</li> <li>I can debug a program and correct it.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can predict what will happen in a program or algorithm when the input changes.</li> <li>I can use two-way selection in programs and algorithms.</li> <li>I recognise variables in a program and what they do.</li> <li>I can create and use simple variables.</li> </ul>	<p>Data and information: <u>Teach Computing unit:</u> Year 3 – Data and information – Branching databases.</p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can design a questionnaire and collect a range of data on a theme.</li> <li>I can choose appropriate formats to present data.</li> <li>I can use a computer program to sort data by common attributes.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can explain the difference between data and information.</li> <li>I appreciate that different</li> </ul>

	<ul style="list-style-type: none"> <li>I can use a keyboard effectively to type text.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can type using fingers on both hands. <ul style="list-style-type: none"> <li>I know how to mute and unmute audio on a computer or tablet.</li> <li>I recognise that there is more than one search engine, and they may produce different results.</li> <li>I can use a search engine effectively to find information and images.</li> <li>I can search for an application on a computer/tablet.</li> <li>I can describe a computer network.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>I can evaluate a program and make improvements to the code or design.</li> </ul>	<p>programs work with different types of data.</p> <ul style="list-style-type: none"> <li>I know the difference between the Internet and the World Wide Web.</li> <li>I can use and create branching databases.</li> </ul>
<b>E-safety Unit</b>	<p><b>Chariot Champions Privacy and Security</b></p> <p><u>Lesson 1 - Year 4:</u> I know what the digital age of consent</p>	<p><b>Extreme Earth Health, Well-being, and Lifestyle</b></p> <p><u>Lesson 1 - Year 4:</u> I can identify times or situations when someone may need to limit the amount</p>	<p><b>Raiders and Traders Online Relationships</b></p> <p><u>Lesson 1 - Year 4:</u> I can give examples of how to be respectful to others online and describe how to</p>	<p><b>Countries and Capitals Online Reputation</b></p> <p><u>Lesson 1 - Year 4:</u> I can describe how to find out information</p>

	is and the impact this has on online service asking for consent.  <u>Lesson 2 - Year 5:</u> I can explain what app permissions are and can give some examples.	of time they use technology e.g. I can suggest strategies to help with limiting this time.  <u>Lesson 2 - Year 5:</u> I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	recognise healthy and unhealthy online behaviours.  <u>Lesson 2 - Year 5:</u> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	about others by searching online.  <u>Lesson 2 - Year 5:</u> I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.	
<b>Religious Ed</b>	<b>Y4</b>	L2.1: What do Christians learn from the creation story?	L2.9: How do festivals and worship show what matters to a Muslim?	L2.2: What is it like for someone to follow God?  L2.4 What kind of world did Jesus want? (Pg 64)	L2.7: What do Hindus believe God is like?
	<b>Y5</b>	U2.2 Creation and science: conflicting or complimentary?	U2.8 What does it mean to be Muslim in Britain today?	U2.1 What does it mean if Christians are holy and loving?  U2.4 How do Christians decide how to live? What would Jesus do?	U2.7 Why do Hindus want to be good?
<b>SMSC</b>	Healthy Relationships (Y3)  Respect (Y4)	Hazards in the Home (Y3)	Keeping Safe Online (Y3)  Safe Home (Y4)	Where does food come from (Y3)  Current Affairs (Y4)	
<b>PE/swimming</b>	<b>Football/Hockey incl. Fitness &amp; Running</b>	<b>Gymnastics</b>  Year 4	<b>Netball/Tag Rugby incl. fitness and running</b>  Year 4	<b>Dance</b>  Year 4	<b>Athletics</b>  Year 4
					<b>Striking and Fielding Games – Tennis &amp; Rounders</b>

	<p>Year 4 I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game</p> <p>Year 5 I can gain possession by working as a team I can pass in different ways I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot</p>	<p>I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to create, repeat and improve a sequence with at least three phrases</p> <p>Year 5 I can make complex extended sequences I can combine action, balance and shape I can perform consistently to different audiences</p>	<p>I can catch with one hand I can throw and catch accurately I can vary tactics and adapt skills depending on what is happening in a game I can keep possession of the ball</p> <p>Year 5 I can gain possession by working as a team I can pass in different ways I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot</p>	<p>I can take the lead when working with a partner or group I can use dance to communicate an idea</p> <p>Year 5 I can compose my own dances in a creative way I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency</p>	<p>I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways</p> <p>Year 5 I am controlled when taking off and landing I can throw with accuracy I can combine running and jumping</p>	<p>Year 4 I can vary tactics and adapt skills depending on what is happening in a game I can hit a ball accurately with control</p> <p>Year 5 I can use forehand and backhand with a racket I can field.</p>
	<p><b>Swimming</b> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front</p>				<p><b>O&amp;A/Bell Boating</b></p> <p>Year 4: I can follow a map in a (more demanding) familiar context I can follow a route within a time limit</p>	

	<p>crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations.</p>			<p>Year 5:</p> <p>I can follow a map in an unknown location</p> <p>I can use clues and a compass to navigate a route</p> <p>I can change my route to overcome a problem</p> <p>I can use new information to change my route</p>
<p><b>Music</b></p> <p>Instrument: Glockenspiel, recorder and untuned percussion.</p>	<p><b>Chariot Champions</b> <b>Glockenspiel Stage 1</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can identify a stave, treble clef and time signature.</li> <li>I can follow and perform simple rhythmic scores to a steady beat.</li> <li>I can play a melody on an instrument.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> <li>I can choose the appropriate tempo for a piece of music.</li> </ul>	<p><b>Extreme Earth</b> <b>Enjoying Improvisation (Y3 – MMC)</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can use musical vocabulary to describe the feelings created by the music.</li> <li>I can change sounds of organise them differently to change the effect.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can compose music which meets specific criteria.</li> </ul>	<p><b>Raiders and Traders</b> <b>Musical Structure (Y4 – MMC)</b></p> <p><u>Year 4:</u></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 compositions in a small group or on my own.</li> <li>I can identify major and minor tonality.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can breathe in the correct place when singing.</li> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can write increasingly more complex melodies and record these using stave notation.</li> <li>I can suggest improvements to my own work and that of others.</li> <li>I can explain the role of a main theme in a musical structure.</li> </ul>	<p><b>Countries and Capitals</b> <b>Enjoying Musical Styles (Y5 – MMC)</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can identify and describe the different purposes of music.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can identify musical, styles from different musical eras.</li> </ul> <p>I can describe and compare music using musical vocabulary.</p> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can explain why I think music is successful or unsuccessful.</li> </ul>



	<ul style="list-style-type: none"> <li>• I can read and perform pitch notation within an octave.</li> <li>• I can name the notes on a stave (both lines and spaces).</li> </ul>			<ul style="list-style-type: none"> <li>• I can identify instruments by ear and through a range of media.</li> <li>• I can contrast the work of a famous composer and explain my preferences.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> </ul>
French (KS2 only)	<p><b>All about me 1.1</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe people.</li> <li>• I can read and understand a short passage using familiar language.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• I can use my knowledge of grammar to speak correctly.</li> <li>• I can use the context to work out unfamiliar words.</li> </ul>	<p><b>What's the weather like 2.12</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe a place.</li> <li>• I can have a short conversation saying 3-4 things.</li> <li>• I can explain the main points in a short passage.</li> <li>• I can write phrases from memory.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• I can hold a simple conversation with at least 4 exchanges.</li> <li>• I can understand a short story or factual text and note the main points.</li> </ul>	<p><b>Games and Songs 1.2</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can give a response using a short phrase.</li> <li>• I can use a bilingual dictionary or glossary to look up new words.</li> <li>• I can write 2-3 short sentences on a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• I can write a paragraph of 4-5 sentences.</li> </ul>	<p><b>Pocket Money 2.8</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe an object.</li> <li>• I am starting to speak in sentences.</li> <li>• I can read a passage independently.</li> <li>• I can say what I like/dislike about a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>• I can substitute words and phrases</li> </ul>
English genres (2 per topic)	<u>Unit 1</u> Genre: diary – 2022	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u> Text: Maria's Island

	<p>(To move onto text below in 2025 when cycle A is next taught)</p> <p><b>Text:</b> The Romans: Gods, Emperors and Dormice by Marcia Williams</p> <p><b>Model text:</b> Roman Gods Fact File</p> <p><b>Hot task:</b> Roman Weapons Fact File</p> <p><b>Genre:</b> Non-Fiction: Non-Chronological Report</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Non-Chronological report on Roman topic of choice e.g. food, buildings</p> <p><b>Unit 2</b></p> <p><b>Text:</b> Empire's End – A Roman Story by Leila Rasheed</p> <p><b>Model Text:</b> Story opening from Camilla's perspective</p> <p><b>Hot task:</b> Story opening from own perspective</p>	<p><b>Text:</b> Poems from a Green and Blue Planet by Sabrina Mahfouz</p> <p><b>Model text:</b> The Bashful Earthquake by Oliver Herford</p> <p><b>Hot task:</b> Rhyming poem - Children's choice of weather/disaster e.g. thunder, tornado, volcanic eruption</p> <p><b>Genre:</b> Fiction: Poetry</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Poem on geography topic of choice e.g. mountains, rivers, seas etc.</p> <p><b>Unit 2</b></p> <p><b>Text:</b> What a Wonderful World Leisa Stewart-Sharpe &amp; Lydia Hill</p> <p><b>Model text:</b> Vincent Opyene – A Voice For Animals</p> <p><b>Hot task:</b> Short recount on the life of David Attenborough</p> <p><b>Genre:</b> Non-Fiction: Recount</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Recount about a significant individual of choice e.g. Greta Thunberg</p>	<p><b>Text:</b> The Anglo-Saxon Times (Newspapers from History) by Andrew Langley</p> <p><b>Model text:</b> 'Burying a Ship' News Article</p> <p><b>Hot task:</b> Norman Conquest (1066) News Article</p> <p><b>Genre:</b> Non-Fiction: Newspaper article</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Newspaper article on event of their choice</p> <p><b>Unit 2</b></p> <p><b>Text:</b> Women in Science: 50 Fearless Pioneers Who Changed the World by Rachel Ignatofsky</p> <p><b>Model text:</b> Biography of Marie Curie</p> <p><b>Hot task:</b> Biography of Isaac Newton</p> <p><b>Genre:</b> Non-Fiction: Biography</p> <p><b>Cross Curricular Link:</b> Science: Forces and Magnets</p> <p><b>Creative Write:</b> Biography on chosen significant individual</p>	<p>by Victoria Hislop</p> <p><b>Model text:</b> Opening of text in first person</p> <p><b>Hot task:</b> Diary entry from perspective of Maria</p> <p><b>Genre:</b> Fiction: Diary entry</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Diary entry from another character in the story</p> <p><b>Unit 2</b></p> <p><b>Text:</b> Maria's Island by Victoria Hislop</p> <p><b>Model text:</b> Setting description of Greek island</p> <p><b>Hot task:</b> Setting description of a European capital city</p> <p><b>Genre:</b> Fiction: Setting description</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Setting description of a place of their choice</p>
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	<p><b>Genre:</b> Fiction: Narrative (Adventure)</p> <p><b>Cross curricular link:</b> History</p> <p><b>Creative Write:</b> Continue story to show beginning, middle and end</p>			
<b>Maths unit links</b>	<p>Number: place value (4 weeks) Length of decades and centuries. Number: Addition and subtraction (3 weeks) How long ago did different events happen? Number: Multiplication and division (3 weeks) Arrays – soldier formations.</p>	<p>Measurement: Length, perimeter and area (2 weeks) Measurements of volcanoes and mountains. Number: Fractions (5 weeks) Number: Y4 decimals/Y5 percentages (4 weeks) Decimals using the Richter scale.</p>	<p>Number: Y4 decimals/Y5 money (2 weeks) Trading – money. 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><u>The rule of law</u> Free choice – Boudicia. Roman army's teamwork. Emperor's ambition to expand his empire.</p>	<p><u>Democracy</u> Working together to futureproof our environment and ensure resources aren't used up.</p>	<p><u>Individual liberty</u> 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.</p>	<p><u>Mutual respect and tolerance</u> Aware of different faiths and beliefs Multiculturalism, celebrating diversity.</p>
<b>School Values</b>	<p><u>Togetherness</u> How the Roman soldiers worked together.</p>	<p><u>Resilience</u> A continued effort to repair the damage already done to the environment and futureproof it.</p>	<p><u>Respect</u> Anglo Saxon burials.</p>	<p><u>Pride</u> National flags, different countries</p>

		<u>Respect</u> For the emergency services.		celebrations and festivals.
<b>Enrichment / Community</b>	Chedworth Roman Villa – Gloucestershire.  Hire Roman artefacts/Roman dress up day with activity carousel (like previous inspire morning). Mosaic workshop – The mosaic studio website	Emergency Earthquake scenario for hook <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>  Jobs in the emergency services.	Saxon day Escape room: <a href="http://www.schoolescaperooms.co.uk/history-escape-rooms/">http://www.schoolescaperooms.co.uk/history-escape-rooms/</a>  Anglo- Saxon specialist <a href="https://www.getthespecialists.co.uk/locations/">https://www.getthespecialists.co.uk/locations/</a>	Experiences from other cultures – dancing (get visitor in), food (ask family members in, especially those who have lived in other countries).  Broadway arts festival.

**2023/2024 – Rotation B**

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	<p style="text-align: center;"><b>Mayans</b></p> <p style="text-align: center;"><u>Curriculum drivers</u> Enrichment Community Aspiration</p>		<p style="text-align: center;"><b>Galapagos</b></p> <p style="text-align: center;"><u>Curriculum drivers</u> Enrichment Knowledge and skills</p>		<p style="text-align: center;"><b>Legends and Longboats</b></p> <p style="text-align: center;"><u>Curriculum drivers</u> Enrichment Knowledge and skills</p>		<p style="text-align: center;"><b>Battle of Evesham</b></p> <p style="text-align: center;"><u>Curriculum drivers</u> Community Aspiration</p>
<p><b>History/Geography</b></p> <p><b>Orange =</b> covered in more than one topic.</p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I can plot history on timelines using centuries and decades.</li> <li>• I can recall key historical facts and some dates from a period studied.</li> <li>• I can explain the impact of significant historical figure.</li> </ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can develop my understanding of the wider impact humans have on the environment in a country or region outside the UK.</li> <li>• I can explain how a country or region outside of the UK has been spoilt or could be improved.</li> <li>• Identify the position and the significance of the</li> </ul>		<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I can place events studied on a timeline.</li> <li>• I can use terms related to the period and begin to date events.</li> <li>• I can use more complex terms relating to dates such as BCE/AD.</li> <li>• I can use evidence to reconstruct life of different people in time studied.</li> </ul>		<p><i>Local study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources including digital and OS maps, atlases, globes and</li> </ul>

	<ul style="list-style-type: none"> <li>• I can ask and answer more complex questions through independent research.</li> <li>• I can display my findings in a variety of ways.</li> <li>• I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry.</li> <li>• I can select data and organise it to answer historical questions.</li> <li>• Use a range of sources including digital and OS maps, atlases, globes and satellite images to research geographical information</li> <li>• Ask and respond to more complex geographical questions (including how? and why?).</li> <li>• Identify and describe similarities,</li> </ul>	<p>equator and the northern and southern hemisphere.</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of the Tropics of Cancer and Capricorn.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to more complex geographical questions (including how? and why?).</li> <li>• Identify and describe similarities, differences and patterns when investigating places, environments and people.</li> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions that are more causal, i.e. Why does that happen in that place? Could it happen here?</li> <li>• Recognise geographical issues affecting people in</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify key features and events of time studied.</li> <li>• I can offer a reasonable explanation for some events.</li> <li>• I can look at a wider range of sources for evidence and evaluate its usefulness.</li> <li>• I can link observed details and research to offer reasonable explanations for some events.</li> <li>• I can display my findings in a variety of ways.</li> <li>• I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry.</li> <li>• I can select data and organise it to answer historical questions.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can place the current study on a timeline in relation to other studies.</li> <li>• I can recall and sequence key events of time studied.</li> <li>• I can study different aspects of the different people from time studied.</li> <li>• I can compare life from the beginning and end of the period studied.</li> </ul>	<p>satellite images to research geographical information.</p> <ul style="list-style-type: none"> <li>• Recognise and use OS map symbols.</li> <li>• Use four-figure grid references to aid location of key landmarks.</li> <li>• Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them, i.e. the number of hotels build near a beach.</li> </ul> <ul style="list-style-type: none"> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> <li>• I can identify key features and events of time studied.</li> </ul>
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	<p>differences and patterns when investigating places, environments and people.</p> <ul style="list-style-type: none"> <li>• Observe, record and explain geographical features of a location.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can relate current studies to previous studies to make comparisons between them.</li> <li>• I can independently place historical events or change on a time line, to outline different information, remembering key facts from a period studied.</li> <li>• I can compare an aspect of life with the same aspect in another period.</li> <li>• I can describe how a significant individual has</li> </ul>	<p>different locations and environments.</p> <ul style="list-style-type: none"> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can examine causes and results of great events and the impact on people.</li> <li>• I can begin to identify primary and secondary sources.</li> <li>• I can select and use relevant sources of information.</li> <li>• I can test out a hypothesis in order to answer a question.</li> <li>• I can record and communicate knowledge in different forms.</li> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can look at a wider range of sources for evidence and evaluate its usefulness.</li> <li>• I can display my findings in a variety of ways.</li> <li>• I can recall key historical facts and some dates from a period studied.</li> <li>• I can explain the impact of significant historical figure.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and other sources of geographical information and select the most appropriate for the task.</li> <li>• Recognise when to use an OS map in favour of other sources.</li> <li>• Begin to use six-figure grid references to aid location of key landmarks.</li> <li>• Collect and record evidence, choosing</li> </ul>
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	<p>influenced the UK or wider world.</p> <ul style="list-style-type: none"> <li>• I can record and communicate knowledge in different forms.</li> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul> <ul style="list-style-type: none"> <li>• Observe, record and explain geographical features of a location.</li> <li>• Use a range of maps and other sources of geographical</li> </ul>			<p>from a range of methods to obtain meaningful data.</p> <ul style="list-style-type: none"> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> <li>• I can recall and sequence key events of time studied.</li> <li>• I can begin to identify primary and secondary sources.</li> <li>• I can select and use relevant sources of information.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> </ul>
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	<p>information and select the most appropriate for the task.</p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions that are more causal, i.e. Why does that happen in that place? Could it happen here?</li> <li>• Recognise geographical issues affecting people in different locations and environments.</li> </ul> <p><b>Red</b> = history objectives. <b>Black</b> = geographical objectives.</p>			<ul style="list-style-type: none"> <li>• I can show awareness that different sources of evidence could lead to different conclusions.</li> </ul> <p><b>Red</b> = history objectives. <b>Black</b> = geographical objectives.</p>	
<p><b>Science</b></p> <p>Working scientifically (Y4 objectives split between classes 3 and 4).</p> <p>Y4</p> <ul style="list-style-type: none"> <li>- I can use observations and knowledge to answer scientific questions.</li> <li>- I can set up a fair test and explain why it is fair.</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> </ul>	<p><b>Sound (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can describe how sound is made.</li> <li>• I can explain how sound travels from a source to our ears.</li> <li>• I can explain the place of vibration in hearing.</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> </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,</li> </ul>	<p><b>Earth and space (Y5)</b></p> <p><b>Look at Odgen trust resources</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> </ul>

<p>Y5</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 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 identify differences, similarities and changes related to an enquiry.</li> <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 equipment.</li> <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</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• I can explore the correlation between pitch and the object producing a sound.</li> <li>• I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</li> </ul> <p>I can describe what happens to a sound as it travels away from its source.</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>[electrical &amp; thermal], and response to magnets).</p> <ul style="list-style-type: none"> <li>• I can describe how a material dissolves to form a solution; explaining the proves 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 that some changes are reversible and some are not.</li> <li>• I can explain how some changes result in the formation of a new materials and that this is usually irreversible.</li> </ul>	<ul style="list-style-type: none"> <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>
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<p>knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <ul style="list-style-type: none"> <li>- Read, spell and pronounce scientific vocabulary accurately.</li> </ul>				<ul style="list-style-type: none"> <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>	
<p><b>Art</b> (main in bold)</p>	<p><b>Printing:</b> Mayan Art</p> <p><b>Artist Focus:</b> Joan Miro (print making)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can print onto different materials using at least four colours.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can create accurate print designs following criteria.</li> </ul>	<p><b>Sculpture:</b> Sculpting Galapagos animal eyes out of clay.</p> <p><b>Artist Focus:</b> Maria Sibylla Merian</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can produce more intricate surface patterns using a range of processes.</li> <li>• I can adapt my work when necessary and explain why.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can develop an understanding of different ways of finishing work (e.g. glaze, paint, and varnish).</li> </ul>	<p><b>Painting:</b> Painting reflections of Viking boats on water.</p> <p><b>Artist Focus:</b> Claude Monet (reflections)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can explore different brush strokes and consider why/when they might be used.</li> <li>• I can show reflections in my art.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can select colour for purpose explaining choices.</li> <li>• I can discuss how colour can be used to express ideas, feelings and mood.</li> </ul>	<p><b>Drawing (charcoal &amp; pastels):</b> Soldier portraits</p> <p><b>Artist Focus:</b> Steve McQueen (Queen and Country)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can show facial expressions and body language in sketches.</li> <li>• I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• I can use marks and lines to show texture in my art.</li> </ul> <p>Year 5:</p>	

		<ul style="list-style-type: none"> <li>I can independently recognise problems and adapt my work when necessary.</li> </ul>		<ul style="list-style-type: none"> <li>I can use shading to create mood and feeling.</li> <li>I can express emotion in my art.</li> <li>I can successfully use shading to create mood and feeling.</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>
<p><b>Artists and their work (throughout every topic):</b></p> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>I can experiment with the styles used by other artists.</li> <li>I can explain some of the features of art from historical periods.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>I can research the work of an artist and use their work to replace a style.</li> </ul>				
<b>Design Tech (main in bold)</b>	<p><b>Chocolate and eco packaging</b></p> <p>Year 4</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> <li>I can measure accurately.</li> </ul> <p><u>Technical knowledge</u></p>	<p>Reduce, reuse, recycle (link to Broadway hort show)</p> <p>Year 4</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate and suggest improvements for my design.</li> </ul>	<p><b>Make a longboat</b></p> <p>Year 4</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can explain how I have improved my original design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can measure accurately.</li> </ul>	<p>Design bow and arrows.</p> <p>Year 4</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate and suggest improvements for my designs.</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><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>• I know how to be both hygienic and safe when using food.</li> </ul> <p>Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I can come up with a range of ideas after collecting information from different sources (packaging).</li> </ul> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>• I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate products for both their purpose and appearance.</li> </ul> <p>Year 5</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can evaluate appearance and function against original criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can present a product in an interesting way.</li> </ul> <p>Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• I can produce a detailed, step-by-step plan.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• I can use a range of tools and equipment competently.</li> <li>• I can make a prototype before make a final version.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how I have improved my original design.</li> </ul> <p>Year 5</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• I can suggest alternative plans; outlining the positive features and draw backs.</li> </ul>
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## Computing

Digital Literacy objectives are covered throughout the year.

Computer systems and networks:

Teach Computing unit:  
Year 4 – Computing systems and networks – The Internet.

**Year 4:**

- I can copy and paste text or images to a document.
- I can crop an image and apply simple filters.
- I can use a search engine to find specific information.
- I recognise that school computers are connected on a network.
- I can work with computer inputs and outputs.
- I can use a keyboard effectively to type text.

**Year 5:**

- I can type using fingers on both hands.
- I know how to mute and unmute

Creating Media:

Teach Computing unit:

Year 4 – Creating media – Photo editing.

**Year 4:**

- I recognise that you can organise files using folders.
- I can collect, organise and present information using a range of media.
- I can design and create digital content for a specific purpose.
- I can edit digital content to improve it according to feedback.

**Year 5:**

- I can identify and use appropriate hardware and software for specific tasks.
- I consider the audience when designing and creating digital content.
- I can evaluate my own designs, suggesting improvements.

Programming and Algorithms:

Teach Computing unit:

Year 4 – Programming B – Repetition in games.

**Year 4:**

- I can create a program that uses a range of inputs.
- I can decompose a problem into small parts to help solve it.
- I can explain when to use forever loops and count-controlled loops and use them in programs.
- I recognise selection in a program or algorithm.
- I can design a program for a purpose.
- I can debug a program and correct it.

**Year 5:**

- I can predict what will happen in a program or algorithm when the input changes.
- I can use two-way selection in programs and algorithms.
- I recognise variables in a program and what they do.
- I can create and use simple variables.
- I can evaluate a program and make improvements to the code or design.

Programming and Algorithms:

Teach Computing unit:

Year 5 – Programming A – Selection in physical computing.

**Year 4:**

- I can create a program that uses a range of inputs.
- I can decompose a problem into small parts to help solve it.
- I can explain when to use forever loops and count-controlled loops and use them in programs.

- I recognise selection in a program or algorithm.
- I can design a program for a purpose.
- I can debug a program and correct it.

**Year 5:**

- I can explain the difference between data and information.

	<p>audio on a computer or tablet.</p> <ul style="list-style-type: none"> <li>• I recognise that there is more than one search engine, and they may produce different results.</li> <li>• I can use a search engine effectively to find information and images.</li> <li>• I can search for an application on a computer/tablet.</li> <li>• I can describe a computer network.</li> </ul>			<ul style="list-style-type: none"> <li>• I appreciate that different programs work with different types of data.</li> <li>• I know the difference between the Internet and the World Wide Web.</li> <li>• I can use and create branching databases.</li> </ul>
<b>E-safety Unit</b>	<p><b>Online Bullying</b></p> <p><u>Lesson 1 - Year 4:</u> I can recognise when someone is upset, hurt or angry online.</p> <p><u>Lesson 2 - Year 5:</u> I can identify a range of ways to report concerns and access support both</p>	<p><b>Health, Well-being, and Lifestyle</b></p> <p><u>Lesson 1 - Year 4:</u> I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p><u>Lesson 2 - Year 5:</u></p>	<p><b>Online Reputation</b></p> <p><u>Lesson 1 - Year 4:</u> I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p> <p><u>Lesson 2 - Year 5:</u> I can search for information about an individual online and</p>	<p><b>Copyright and Ownership</b></p> <p><u>Lesson 1 - Year 4:</u> I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p> <p><u>Lesson 2 - Year 5:</u></p>

	in school and at home about online bullying.	I can recognise the benefits and risk of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	summarise the information found.	I can assess and justify when it is acceptable to use the work of others.		
Religious Ed	Y4	L2.3: What is the 'Trinity' and why is it important for Christians?	L2.10: How do old festivals and family life show what matters to Jewish people?	L2.5: Why do Christians call the day Jesus died 'Good Friday'?  L2.6 For Christians, what was the impact of Pentecost?	L2.8: What does it mean to be Hindu in Britain today?	
	Y5	U2.3 Why do Christians believe Jesus was a Messiah?	U2.9 Why is the Torah so important to Jews?	U2.5 What do Christians believe Jesus did to 'save' people?  U2.6 For Christians, what kind of king is Jesus?	Same as cycle A	
SMSC	Responsibilities (Y5) Democracy (Y5)	First Aid (Y4)	Independence and Personal Responsibility (Y5)	Money (Y5)		
PE/Swimming	<b>Netball/Rugby</b> incl. fitness and running  Year 4 I can catch with one hand I can throw and catch accurately	<b>Gymnastics</b>  Year 4 I can work in a controlled way I can include change of speed and direction	<b>Football/Hockey</b> incl. Fitness & Running  Year 4 I can hit a ball accurately with control	<b>Dance</b>  Year 4 I can take the lead when working with a partner or group	<b>Athletics</b>  Year 4 I can run over a long distance I can sprint over a short distance I can throw in different ways	<b>Striking and Fielding Games – Tennis &amp; Rounders</b>  Year 4 I can vary tactics and adapt skills depending on



	<p>I can vary tactics and adapt skills depending on what is happening in a game</p> <p>I can keep possession of the ball</p> <p>Year 5</p> <p>I can gain possession by working as a team</p> <p>I can pass in different ways</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can include a range of shapes</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phrases</p> <p>Year 5</p> <p>I can make complex extended sequences</p> <p>I can combine action, balance and shape</p> <p>I can perform consistently to different audiences</p>	<p>I can keep possession of the ball</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p> <p>Year 5</p> <p>I can gain possession by working as a team</p> <p>I can pass in different ways</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot</p>	<p>I can use dance to communicate an idea</p> <p>Year 5</p> <p>I can compose my own dances in a creative way</p> <p>I can perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistency</p>	<p>I can hit a target</p> <p>I can jump in different ways</p> <p>Year 5</p> <p>I am controlled when taking off and landing</p> <p>I can throw with accuracy</p> <p>I can combine running and jumping</p>	<p>what is happening in a game</p> <p>Year 5</p> <p>I can use forehand and backhand with a racket</p> <p>I can field.</p>
	<p><b>Swimming</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>			<p><b>O&amp;A/Bell Boating</b></p> <p>Year 4:</p> <p>I can follow a map in a (more demanding) familiar context</p> <p>I can follow a route within a time limit</p>		

	I can perform safe self-rescue in different water-based situations.			<p>Year 5:</p> <p>I can follow a map in an unknown location</p> <p>I can use clues and a compass to navigate a route</p> <p>I can change my route to overcome a problem</p> <p>I can use new information to change my route</p>
<p style="text-align: center;"><b>Music</b> Class 4</p> <p>Instrument: Glockenspiel, recorder and untuned percussion.</p>	<p style="text-align: center;"><b>Mayans</b> <b>Blown Away Recorder</b> <b>Book 1</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can identify a stave, treble clef and time signature.</li> <li>I can follow and perform simple rhythmic scores to a steady beat.</li> <li>I can play a melody on an instrument.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can maintain my part whilst others are performing their part.</li> <li>I can choose the appropriate tempo for a piece of music.</li> <li>I can read and perform pitch</li> </ul>	<p style="text-align: center;"><b>Galapagos</b> <b>Writing Music Down (Y3 – MMC)</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can use musical vocabulary to describe the feelings created by the music.</li> <li>I can change sounds of organise them differently to change the effect.</li> <li>I can improvise within a group using melodic and rhythmic phrases.</li> <li>I can compose music which meets specific criteria.</li> </ul>	<p style="text-align: center;"><b>Legends and Longboats</b> <b>Compose With Your Friends (Y4 – MMC)</b></p> <p><u>Year 4:</u></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 compositions in a small group or on my own.</li> <li>I can identify major and minor tonality.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can breathe in the correct place when singing.</li> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can write increasingly more complex melodies and record these using stave notation.</li> <li>I can suggest improvements to my own work and that of others.</li> </ul>	<p style="text-align: center;"><b>Battle of Evesham</b> <b>Freedom to Improvise (Y5 – MMC)</b></p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>I can identify and describe the different purposes of music.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can identify musical, styles from different musical eras. I can describe and compare music using musical vocabulary.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>I can explain why I think music is successful or unsuccessful.</li> <li>I can identify instruments by ear and through a range of media.</li> </ul>

	<p>notation within an octave.</p> <ul style="list-style-type: none"> <li>I can name the notes on a staff (both lines and spaces).</li> </ul>		<ul style="list-style-type: none"> <li>I can explain the role of a main theme in a musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>I can contrast the work of a famous composer and explain my preferences.</li> <li>I can describe, compare and evaluate music using musical vocabulary.</li> </ul>
French (KS2 only)	<p><b>Growing things 1.6</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>I can name and describe people.</li> <li>I can read and understand a short passage using familiar language.</li> <li>I can write phrases from memory.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can use my knowledge of grammar to speak correctly.</li> <li>I can use the context to work out unfamiliar words.</li> </ul>	<p><b>Carnival of animals 2.11</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>I can name and describe a place.</li> <li>I can have a short conversation saying 3-4 things.</li> <li>I can explain the main points in a short passage.</li> <li>I can write phrases from memory.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 4 exchanges.</li> <li>I can understand a short story or factual text and note the main points.</li> </ul>	<p><b>Tell me a story 2.9</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>I can give a response using a short phrase.</li> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write 2-3 short sentences on a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can write a paragraph of 4-5 sentences.</li> </ul>	<p><b>Portraits 1.4</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>I can name and describe an object.</li> <li>I am starting to speak in sentences.</li> <li>I can read a passage independently.</li> <li>I can say what I like/dislike about a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can substitute words and phrases</li> </ul>
English genres (2 per topic)	<p><u>Unit 1</u></p> <p><b>Text:</b> Charlie and the Chocolate Factory: The</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> What Mr Darwin Saw by Mick Manning</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> How to train your dragon by Cressida Cowell</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> The War of the Worlds (Young Reading</p>

	<p>Play by Roald Dahl (Author), Richard George (Adapter)  <b>Model text:</b> Scene 5: The Chocolate Room  <b>Hot task:</b> Scene 6: The Chocolate River  <b>Genre:</b> Fiction: Play script  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Write a play script for newly invented scene</p> <p style="text-align: center;"><b><u>Unit 2</u></b></p> <p><b>Text:</b> Kids Fight Plastic by Martin Dorey  <b>Model text:</b> Should we ban plastic to save the environment? (taken from Grammarsaurus)  <b>Hot task:</b> Should we ban plastic food packaging? <b>Genre:</b> Non -Fiction: Discussion  <b>Cross Curricular Link:</b> DT/SMSC  <b>Creative Write:</b> Discussion text on issue of choice e.g. Were the Mayans the best inventors?</p>	<p><b>Model text:</b> ‘Early Days’ recount  <b>Hot task:</b> Recount of Darwin’s journey to the Galapagos (diary entry)  <b>Genre:</b> Non -Fiction/Fiction: Recount  <b>Cross Curricular Link:</b> Geography  <b>Creative Write:</b> Recount of what animals Darwin saw</p> <p style="text-align: center;"><b><u>Unit 2</u></b></p> <p><b>Text:</b> Darwin’s Tree of Life by Michael Bright  <b>Model text:</b> Early Land Plants  <b>Hot task:</b> Animals of the Galapagos Islands  <b>Genre:</b> Non -Fiction: Non -chronological report  <b>Cross Curricular Link:</b> Geography  <b>Creative Write:</b> Non -chronological report of chosen animal</p>	<p><b>Model text:</b> How to train your dragon (taken from Grammarsaurus)  <b>Hot task:</b> How to train your Viking  <b>Genre:</b> Non -Fiction/Fiction: Instructions  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Create own set of instructions – How to train your...</p> <p style="text-align: center;"><b><u>Unit 2</u></b></p> <p><b>Text:</b> She Wolf by Dan Smith  <b>Model text:</b> Opening extract of story  <b>Hot task:</b> Opening extract from own perspective  <b>Genre:</b> Fiction: Narrative (suspense)  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Continue story to include middle and ending</p>	<p>Series 3) by Russell Punter  <b>Model text:</b> Opening extract (page 6)  <b>Hot task:</b> Middle and Ending of story  <b>Genre:</b> Fiction (classic): Narrative (science fiction)  <b>Cross Curricular Link:</b> Science: Earth and Space  <b>Creative Write:</b> Own science fiction narrative set on planet of choice</p> <p style="text-align: center;"><b><u>Unit 2</u></b></p> <p><b>Text:</b> Water Cycles by DK  <b>Model text:</b> Save our river (taken from Grammarsaurus)  <b>Hot task:</b> Save the River Avon (letter to the local council) <b>Genre:</b> Non -Fiction: Formal letter  <b>Cross Curricular Link:</b> Local history, Science: Earth and Space, SMSC: Current Affairs  <b>Creative Write:</b> Formal letter on topic of choice e.g. letter to head teacher about a school trip</p>
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<b>Other reading</b>	If you were made of chocolate (poem) – Rupert Loydell	Darwin's tree of life – Michael Bright	The saga of Erik the Viking – Terry Jones	Lewes and Evesham 1264-65 – Simon De Montford and the Baron's war.
<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: Fractions (5 weeks) Number: Y4 decimals/Y5 percentages (4 weeks)	Number: Y4 decimals/Y5 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>	Individual liberty – Mayans expressed themselves through art, sculpture, stone carvings. Contrast this to now – social media, freedom of speech.	Democracy – to solve the plastic pollution on the island – all are involved.	The rule of law – Viking's reputation for law breaking, the law-speaker's responsibility to remember the laws (as they didn't write things down).	Mutual respect and tolerance – lack of respect and tolerance, causing battles. Was this resolved afterwards or were people still as greedy?
<b>School Values</b>	Respect – Mayan's respect for the dead – death rituals and pyramids.	Togetherness – working together to clear the plastic pollution and protect the animals from it and invent ways to stop it happening.	Resilience – Erik Thorvaldsson's (Erik the red)	Pride – Representing their place and going to battle to protect it.
<b>Enrichment / Community</b>	Cadbury world and visit Broadway sweet shop – how do they differ because of the scale? Which is better for the cocoa farmers?	Animal visitor in – unusual species.	Viking shelter building (forest school)	Battle of Evesham Almonry.

2024/2025 – Rotation C

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Hunter Gatherers (10 Weeks)</p> <p><u>Curriculum drivers</u> Knowledge and skills Enrichment Challenge</p>	<p>Land of Hope and Glory (9 Weeks)</p> <p><u>Curriculum drivers</u> Community Aspirations Inspire</p>		<p>Tomb Raiders (10 Weeks)</p> <p><u>Curriculum drivers</u> Knowledge and skills Enrichment Challenge</p>	<p>Amazing Alps (10 Weeks)</p> <p><u>Curriculum drivers</u> Community Inspire Challenge Achieve</p>	

<p><b>History/Geography</b></p> <p><b>Orange</b> = covered in more than one topic.</p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I can place the current study on a timeline in relation to other studies.</li> <li>• I can recall and sequence key events of time studied.</li> <li>• I can study different aspects of the different people from time studied.</li> <li>• I can compare life from the beginning and end of the period studied.</li> <li>• I can examine causes and results of great events and the impact on people.</li> <li>• I can begin to identify primary and secondary sources.</li> <li>• I can select and use relevant sources of information.</li> <li>• I can test out a hypothesis in order to answer a question.</li> <li>• I can record and communicate knowledge in different forms.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and a wider range of cities across the UK.</li> <li>• Name and locate geographical regions in the UK (i.e. Cotswolds), identifying their human and physical characteristics.</li> <li>• Begin to develop an understanding times zones and its impact on travel.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Plan a journey by plotting a route, identifying the countries and landmarks passed and appropriate modes of transport.</li> <li>• Use the eight compass points to describe locations and routes.</li> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> </ul> <p><b>Year 5</b></p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I can plot history on timelines using centuries and decades.</li> <li>• I can recall key historical facts and some dates from a period studied.</li> <li>• I can look for links and effects in time studied.</li> <li>• I can explain the impact of significant historical figure.</li> <li>• I can explain how the previous settlers of the past have shaped our lives today.</li> <li>• I can offer some reasons for different versions of the same event.</li> <li>• I can ask and answer more complex questions through independent research.</li> <li>• I can display my findings in a variety of ways.</li> <li>• I can begin to use more abstract vocabulary such as empire civilisation, parliament, and peasantry.</li> <li>• I can select data and organise it to answer historical questions.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can relate current studies to previous studies to make comparisons between them.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and name some significant mountain regions (<i>include mountains in Russia 'locate Russia on a map'</i>).</li> <li>• Identify the position of the Arctic and Antarctic Circle in relation to the area of study.</li> <li>• Begin to develop an understanding of the significance of latitude and longitude.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to more complex geographical questions (including how? and why?).</li> <li>• Identify and describe similarities, differences and patterns when</li> </ul>
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	<ul style="list-style-type: none"> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I can place the current study on a timeline in relation to other studies.</li> <li>• I can recall and sequence key events of time studied.</li> <li>• I can study different aspects of the different people from time studied.</li> <li>• I can compare life from the beginning and end of the period studied.</li> <li>• I can examine causes and results of great</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a journey by plotting a route, identifying distance and likely duration.</li> <li>• Use the eight compass points to describe locations and create routes.</li> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently place historical events or change on a time line, to outline different information, remembering key facts from a period studied.</li> <li>• I can compare an aspect of life with the same aspect in another period.</li> <li>• I can describe how a significant individual has influenced the UK or wider world.</li> <li>• I can examine the causes and results of key historical events and the impact on people.</li> <li>• I can show awareness that different sources of evidence could lead to different conclusions.</li> <li>• I can describe how different types of evidence tell us different things and why this leads to contrasting views and interpretations.</li> <li>• I can record and communicate knowledge in different forms.</li> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> </ul>	<p>investigating places, environments and people.</p> <ul style="list-style-type: none"> <li>• Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>• Describe how features and places change and the links between people and environments.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to geographical questions that are more causal, i.e. Why does that happen in that place? Could it happen here?</li> <li>• Recognise geographical issues affecting people in different locations and environments.</li> </ul>
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	<p>events and the impact on people.</p> <ul style="list-style-type: none"> <li>• I can begin to identify primary and secondary sources.</li> <li>• I can select and use relevant sources of information.</li> <li>• I can test out a hypothesis in order to answer a question.</li> <li>• I can record and communicate knowledge in different forms.</li> <li>• I can make appropriate use of historical terms in discussion and understand concepts such as local, regional, national and international.</li> <li>• I can use relevant terms and time vocabulary to match dates to people and events.</li> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul>		<ul style="list-style-type: none"> <li>• I can produce well-structured narratives, descriptions and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places and environments.</li> <li>• Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	
<p><b>Science</b></p> <p>Working scientifically (Y4 objectives split between classes 3 and 4).</p>	<p><b>Animals including humans (Y3)</b></p>	<p><b>Light (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can describe what dark is (the absence of light).</li> </ul>	<p><b>Animals including humans (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can identify and name the parts of the</li> </ul>	<p><b>Electricity (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can identify and name appliances that require</li> </ul>	<p><b>Animals including humans (Y5)</b></p>

<p><b>Y4</b>  I can use observations and knowledge to answer scientific questions.  I can set up a fair test and explain why it is fair.  I can gather, record, classify and present data in different ways to answer scientific questions.  I can use findings to report in different ways, including oral and written explanations, presentation.  I can draw conclusions and suggest improvements.  I can identify differences, similarities and changes related to an enquiry.</p> <p><b>Y5</b>  I can plan different types of scientific enquiry.  I can control variables in an enquiry.  I can measure accurate and precisely using a range of equipment.  I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</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>	<ul style="list-style-type: none"> <li>• I can explain that light is needed in order to see.</li> <li>• I can explain that light is reflected from a surface.</li> <li>• I can explain and demonstrate how a shadow is formed.</li> <li>• I can explore shadow size and explain.</li> <li>• I can explain the danger of direct sunlight and describe how to keep protected.</li> </ul>	<p>human digestive system.</p> <ul style="list-style-type: none"> <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>electricity to function.</p> <ul style="list-style-type: none"> <li>• I can construct a series circuit</li> <li>• I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>• I can draw a circuit diagram.</li> <li>• I can predict and test whether a lamp will light within a circuit.</li> <li>• I can describe the function of a switch in a circuit.</li> <li>• I can describe the difference between a conductor and insulators: giving examples of each.</li> </ul>	<p>I can create a timeline to indicate stages of growth in humans.</p>
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<p>I can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>I can report findings from enquiries in a range of ways.</p> <p>I can explain a conclusion from an enquiry.</p> <p>I can explain causal relationships in an enquiry.</p> <p>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>					
	<p><b>Drawing (charcoal &amp; pastels): Stone Age cave paintings.</b></p> <p><b>Artist Focus:</b> Wilfredo Lam</p> <p>Year 4:</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 use marks and lines to show texture in my art.</li> </ul>	<p><b>Drawing (sketches): Sketches of Broadway</b></p> <p><b>Artist Focus:</b> Antonio Gaudi (architect)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can use marks and lines to show texture in my art.</li> <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>Using technology:</b> Digital portraits</p> <p><b>Artist Focus:</b> David Hockney (pixilated photography)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can integrate digital images into my art.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can use images which I have created, scanned and found; altering them where</li> </ul>	<p><b>Sculpture:</b> Sculpting people using wire.</p> <p><b>Artist Focus:</b> Anish Kapoor (sculpture)</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can produce more intricate surface patterns using a range of processes.</li> <li>I can adapt my work when necessary and explain why.</li> </ul>	

	<ul style="list-style-type: none"> <li>I can show facial expressions and body language in sketches.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can express emotion in my art.</li> <li>I can organise line tone, shape and colour to represent figures and forms in movement.</li> <li>I can use shading to create mood and feelings.</li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>I can use shading to create mood and feeling.</li> <li>I can identify and draw objects and use marks and lines to produce texture.</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<p>necessary to create art.</p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>I can develop an understanding of different ways of finishing work (e.g. glaze, paint, and varnish).</li> <li>I can independently recognise problems and adapt my work when necessary.</li> </ul>
<p><b>Artists and their work (throughout every topic):</b></p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can experiment with the styles used by other artists.</li> <li>I can explain some of the features of art from historical periods.</li> </ul> <p>Year 5:</p> <p>I can research the work of an artist and use their work to replace a style.</p>				
<p><b>Design Tech</b> (main in bold)</p>	<p>Stone Age Bread and Butter</p> <p>Year 4</p> <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> <li>I know how to be both hygienic and safe when using food.</li> </ul> <p>Year 5</p> <p><u>Cooking and nutrition</u></p>	<p>Building Bridges</p> <p>Year 4</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can measure accurately.</li> </ul>	<p>Creating mechanical shaduf</p> <p>Year 4</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can measure accurately.</li> </ul> <p><u>Evaluate</u></p>	<p>Create electrical game</p> <p>Year 4</p> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>I can persevere and adapt my</li> </ul>

	<ul style="list-style-type: none"> <li>I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<p style="text-align: center;">Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can come up with a range of ideas after collecting information from different sources.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can suggest alternative plans; outlining the positive features and draw backs.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can make a prototype before make a final version.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate products for both their purpose and appearance.</li> </ul> <p style="text-align: center;">Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can produce a detailed, step-by-step plan.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate appearance and function against original criteria.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>I can use a range of tools and equipment competently.</li> </ul>	<p>work when my original ideas do not work.</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>I can evaluate and suggest improvements for my design.</li> </ul> <p style="text-align: center;">Year 5</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>I can explain how a product will appeal to a specific audience.</li> </ul>
<p><b>Computing</b> Digital Literacy objectives are covered throughout the year.</p>	<p>Computer systems and networks: <u>Teach Computing unit:</u> Year 5 - Computing systems and networks – Systems and searching. Year 4:</p> <ul style="list-style-type: none"> <li>I can copy and paste text or images to a document.</li> <li>I can crop an image and apply simple filters.</li> <li>I can use a search engine to find specific information.</li> </ul>	<p>Creating Media: <u>Teach Computing unit:</u> Year 5 – Creating media – Video production. Year 4:</p> <ul style="list-style-type: none"> <li>I recognise that you can organise files using folders.</li> <li>I can collect, organise and present information using a range of media.</li> <li>I can design and create digital content for a specific purpose.</li> <li>I can edit digital content to improve it according to feedback.</li> </ul> <p>Year 5:</p>	<p>Programming and Algorithms: <u>Teach Computing unit:</u> Year 5 – Programming A – Selection in physical computing. Year 4:</p> <ul style="list-style-type: none"> <li>I can create a program that uses a range of inputs.</li> <li>I can decompose a problem into small parts to help solve it.</li> <li>I can explain when to use forever loops and count-controlled loops and use them in programs.</li> <li>I recognise selection in a program or algorithm.</li> </ul>	<p>Data and information: <u>Teach Computing unit:</u> Year 5 – Data and information – Flat-file databases. Year 4:</p> <ul style="list-style-type: none"> <li>I can design a questionnaire and collect a range of data on a theme.</li> <li>I can choose appropriate formats to present data.</li> </ul>

	<ul style="list-style-type: none"> <li>• I recognise that school computers are connected on a network.</li> <li>• I can work with computer inputs and outputs.</li> <li>• I can use a keyboard effectively to type text.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can type using fingers on both hands.</li> <li>• I know how to mute and unmute audio on a computer or tablet.</li> <li>• I recognise that there is more than one search engine, and they may produce different results.</li> <li>• I can use a search engine effectively to find information and images.</li> <li>• I can search for an application on a computer/tablet.</li> <li>• I can describe a computer network.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and use appropriate hardware and software for specific tasks.</li> <li>• I consider the audience when designing and creating digital content.</li> <li>• I can evaluate my own designs, suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design a program for a purpose.</li> <li>• I can debug a program and correct it.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can predict what will happen in a program or algorithm when the input changes.</li> <li>• I can use two-way selection in programs and algorithms.</li> <li>• I recognise variables in a program and what they do.</li> <li>• I can create and use simple variables.</li> <li>• I can evaluate a program and make improvements to the code or design.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a computer program to sort data by common attributes.</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• I can explain the difference between data and information.</li> <li>• I appreciate that different programs work with different types of data.</li> <li>• I know the difference between the Internet and the World Wide Web.</li> <li>• I can use and create branching databases.</li> </ul>
<p><b>E-safety Unit</b></p>	<p><b>Privacy and Security</b></p> <p><u>Lesson 1 - Year 4:</u> I can explain that internet use is never fully private and is</p>	<p><b>Online Relationships</b></p> <p><u>Lesson 1 - Year 4:</u> I can explain how content shared online may feel unimportant to one person but may be important to</p>	<p><b>Self-Image and Identity</b></p> <p><u>Lesson 1 - Year 4:</u> I can explain that others online can pretend to be someone else, including my friends, and can</p>	<p><b>Managing Online Information</b></p> <p><u>Lesson 1 - Year 4:</u> I can describe some of the methods used to encourage people</p>

	<p>monitored, e.g. adult supervision.</p> <p><u>Lesson 2 - Year 5:</u> I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocations) with others.</p>	<p>other people's thoughts, feelings and beliefs.</p> <p><u>Lesson 2 - Year 5:</u> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</p>	<p>suggest reasons why they might do this.</p> <p><u>Lesson 2 - Year 5:</u> I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p><u>Lesson 2 - Year 5:</u> I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p>
<b>Religious Ed</b>	RE content is taught on a two year cycle. Cycle C will repeat content from Cycle A or B, depending on what was taught the previous year.			
<b>SMSC</b>	Healthy Relationships (Y3)	Understanding food labels (Y3)	Diverse families in the UK and globally (Y3)	Changes in relationships (Y4)

	Building confidence & challenging stereotypes (Y4)		Mental Health & Positive Body Image (Y4)	Current Affairs (Y4)
PE/Swimming	Cycle C will follow Cycle A's planning (highlighted green) and then continue on a 2 year rotation.			
	<b>Swimming</b> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations.			<b>O&amp;A/Bell Boating</b>  Year 4: I can follow a map in a (more demanding) familiar context I can follow a route within a time limit  Year 5: I can follow a map in an unknown location I can use clues and a compass to navigate a route I can change my route to overcome a problem I can use new information to change my route
<b>Music</b> Instrument: Glockenspiel, recorder and untuned percussion.	<b>Hunter Gatherers</b> <b>Djembe</b> <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can perform a simple part rhythmically.</li> <li>I can identify a stave, treble clef and time signature.</li> <li>I can follow and perform simple rhythmic scores to a steady beat.</li> <li>I can play a melody on an instrument.</li> </ul>	<b>Land of Hope and Glory</b> <b>Composing Using Your Imagination (Y3 – MMC)</b> <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can combine different sounds to create a specific mood or feeling.</li> </ul>	<b>Tomb Raiders</b> <b>Expression and Improvisation (Y4 – MMC)</b> <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can use notation to record compositions in a small group or on my own.</li> <li>I can identify major and minor tonality.</li> </ul>	<b>Amazing Alps</b> <b>Melody and Harmony in Music (Y5 – MMC)</b> <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can identify and describe the different purposes of music.</li> <li>I can explain why silence is often needed in music and explain what effect it has.</li> </ul>



	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can maintain my part whilst others are performing their part.</li> <li>• I can choose the appropriate tempo for a piece of music.</li> <li>• I can read and perform pitch notation within an octave.</li> <li>• I can name the notes on a staff (both lines and spaces).</li> </ul>	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can use musical vocabulary to describe the feelings created by the music.</li> <li>• I can change sounds of organise them differently to change the effect.</li> <li>• I can improvise within a group using melodic and rhythmic phrases.</li> <li>• I can compose music which meets specific criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can breathe in the correct place when singing.</li> <li>• I can change sounds or organise them differently to change the effect.</li> <li>• I can write increasingly more complex melodies and record these using staff notation.</li> <li>• I can suggest improvements to my own work and that of others.</li> <li>• I can explain the role of a main theme in a musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify musical, styles from different musical eras. I can describe and compare music using musical vocabulary.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can explain why I think music is successful or unsuccessful.</li> <li>• I can identify instruments by ear and through a range of media.</li> <li>• I can contrast the work of a famous composer and explain my preferences.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> </ul>
French (KS2 only)	<p><b>The Four Friends 1.5</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe people.</li> <li>• I can read and understand a short</li> </ul>	<p><b>All Aboard 2.7</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe a place.</li> </ul>	<p><b>Celebrations 1.3</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can give a response using a short phrase.</li> </ul>	<p><b>Our Sporting Lives 2.10</b></p> <p><b>Years 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• I can name and describe an object.</li> </ul>

	<p>passage using familiar language.</p> <ul style="list-style-type: none"> <li>I can write phrases from memory.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can use my knowledge of grammar to speak correctly.</li> <li>I can use the context to work out unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I can have a short conversation saying 3-4 things.</li> <li>I can explain the main points in a short passage.</li> <li>I can write phrases from memory.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 4 exchanges.</li> <li>I can understand a short story or factual text and note the main points.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a bilingual dictionary or glossary to look up new words.</li> <li>I can write 2-3 short sentences on a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can write a paragraph of 4-5 sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to speak in sentences.</li> <li>I can read a passage independently.</li> <li>I can say what I like/dislike about a familiar topic.</li> </ul> <p><b>Years 5 and 6:</b></p> <ul style="list-style-type: none"> <li>I can substitute words and phrases</li> </ul>
English genres (2 per topic)	<p style="text-align: center;"><u>Unit 1</u></p> <p><b>Text:</b> The Secrets of Stonehenge by Mick Manning  <b>Model text:</b> Opening extract of text  <b>Hot task:</b> The Mystery of Stonehenge  <b>Genre:</b> Non-Fiction: Explanation text  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Explanation text on topic of choice</p> <p style="text-align: center;"><u>Unit 2</u></p>	<p style="text-align: center;"><u>Unit 1</u></p> <p><b>Text:</b> The London Eye Mystery by Siobhan Dowd  <b>Model text:</b> Opening of story - Chapter one  <b>Hot task:</b> Resolution and Ending of mystery  <b>Genre:</b> Fiction: Narrative (mystery)  <b>Cross Curricular Link:</b> Geography  <b>Creative Write:</b> Story based on a new mystery set in a UK capital</p> <p style="text-align: center;"><u>Unit 2</u></p>	<p style="text-align: center;"><u>Unit 1</u></p> <p><b>Text:</b> Mummies Unwrapped by Tom Froese  <b>Model text:</b> What is a mummy?  <b>Hot task:</b> How exactly were mummies made?  <b>Genre:</b> Non-Fiction: Explanation text  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Explanation text on Egyptian topic of choice e.g. How to mummify a tomato</p> <p style="text-align: center;"><u>Unit 2</u></p> <p><b>Text:</b> The Egyptian Cinderella by Shirley Climo</p>	<p style="text-align: center;"><u>Unit 1</u></p> <p><b>Text:</b> Mountains (World of Wonder) by Charlotte Guillain  <b>Model text:</b> Protecting our peaks (page 62)  <b>Hot task:</b> Things you can do to protect the Alps  <b>Genre:</b> Non-Fiction: Persuasive text  <b>Cross Curricular Link:</b> Geography/SMSC  <b>Creative Write:</b> Persuasive text on an</p>

	<p><b>Text:</b> Stig of the Dump by Clive King  <b>Model Text:</b> Dialogue on page 6-8  <b>Hot task:</b> Dialogue based on the next part of the story  <b>Genre:</b> Fiction (classic): Dialogue  <b>Cross curricular link:</b> History  <b>Creative Write:</b> Dialogue – What do you think happened to Stig next?</p>	<p><b>Text:</b> Scientists: Inspiring tales of the world’s brightest scientific minds by DK  <b>Model text:</b> Biography of Galileo Galilei  <b>Hot task:</b> Biography of Thomas Edison  <b>Genre:</b> Non-Fiction: Biography  <b>Cross Curricular Link:</b> Science: Light  <b>Creative Write:</b> Biography of a chosen scientist</p>	<p><b>Model text:</b> Opening extract (page 1- 4)  <b>Hot task:</b> Modern retelling of The Egyptian Cinderella  <b>Genre:</b> Fiction: Myth/Fairy tale  <b>Cross Curricular Link:</b> History  <b>Creative Write:</b> Create own myth/legend/fairy tale linked to the Egyptians</p>	<p>environmental issue of choice</p> <p style="text-align: center;"><u>Unit 2</u></p> <p><b>Text:</b> The Brockenspectre by Linda Newbery  <b>Model text:</b> Character description of Tomas’ father (chapter one)  <b>Hot task:</b> Character description of ‘The Brockenspectre’  <b>Genre:</b> Fiction: Character description  <b>Cross Curricular Link:</b> Geography  <b>Creative Write:</b> Description of character of choice</p>
<b>Guided reading/whole class texts</b>	<p>The baked bean queen and other poems – Conrad Burdekin</p> <p>How to wash a woolly mammoth – Michelle Robinson and Kate Hindley.</p>	<p>Katie in London – James Mayhew</p> <p>See inside: the history of Britain – Rob Lloyd Jones and Barry Ablett and Maps of the United Kingdom – Rachel Dixon</p>	<p>The red pyramid – Rick Riordan</p> <p>Secrets of a sun king – Emma Carroll (Howard Carter’s newspaper reports)</p>	<p>Mountains of the world – Dieter Braun</p> <p>The Brockenspectre – Linda Newbery</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: Fractions (5 weeks)  Number: Y4 decimals/Y5 percentages (4 weeks)</p>	<p>Number: Y4 decimals/Y5 money (2 weeks)  Measurement: time (1 week)  Statistics (2 weeks)</p>	<p>Geometry: Properties of shape (3 weeks)  Geometry: Position and direction (1 week)</p>

				Y4 = consolidation Y5 = Converting units and volume (2 weeks) Consolidation (1 week)
<b>Links to British Values</b>	<u>Individual Liberty</u> There were no governments and no social media. Stone Age people had complete freedom of speech. This was expressed through their cave paintings.	<u>Democracy</u> What is democracy and who is out government? How does democracy work in the UK.	<u>The Rule of Law</u> Following the rules of burials and mummification.	<u>Mutual Respect and Tolerance</u> Respecting how other people live and being tolerant of their ways of life.
<b>School Values</b>	<u>Ambition</u> Stonehenge, how was it built? What was it for? Think about the geography of the rocks used and how they transported them to Salisbury.	<u>Pride</u> How do we show we are proud of where we live? What makes us proud to live in the UK?	<u>Resilience</u> Link to Passover (RE). They worked in harsh conditions to build pyramids – didn't give up. They had to be built.	<u>Respect</u> Respecting the environment and rules. How can we protect mountains? Respecting different ways of life.
<b>Enrichment / Community</b>	Stone Age Toolbox – The Hive  Use forest school to make Stone Age homes from the Palaeolithic era.	Sketching trip in Broadway (fieldwork, planning our own trips using OS map symbols).	Egyptian themed day – come dressed as an Egyptian.  Electrifying Science -Thinktank.	Forest school – looking at the different plants in the school environment, sketching them.



