



## 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
--------------	---------	------------	----------	-------

### British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
-----------	-------------	--------------------	----------------------------

2022/2023 – Rotation A

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<b>Chariot Champions</b>  <u>Curriculum drivers</u> Inspire Knowledge and skills Community	<b>Extreme Earth</b>  <u>Curriculum drivers</u> Enrichment Challenge		<b>Raiders and Traders</b>  <u>Curriculum drivers</u> Inspire Knowledge and skills Challenge		<b>Countries and Capitals (Europe and Brexit)</b>  <u>Curriculum drivers</u> Community Enrichment Aspiration Knowledge and skills
<b>History/Geography</b>  Orange = covered in more than one topic.	<b>Year 4:</b> <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>	<b>Knowledge</b> <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> <b>Year 4</b>		Continuing on from Roman era finishing AD410 and then start Saxons: Anglo invasions, settlements and kingdoms, village life etc.  <b>Year 4:</b> <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> </ul>		<b>Knowledge</b> <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>	<ul style="list-style-type: none"> <li>• Develop a wider range of methods such as digital maps, plans, graphs and presentations to communicate geographical information.</li> <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>• Choose the most appropriate method to communicate geographical information.</li> <li>• Observe, measure and record human and physical features of a location.</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> </ul> <p><b>Year 5</b></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 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> <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> </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 (inc Russia).</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>
--	--	--	--	--	--

	<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.</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>		<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>• 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</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>				<p>happen in that 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>
<b>Science</b>  Working scientifically (Y4 objectives split)	<b>Living things and their habitats (Y4)</b> <ul style="list-style-type: none"> <li>• I can group living things in different ways.</li> </ul>	<b>Forces and Magnets (Y3)</b> <ul style="list-style-type: none"> <li>• I can explore and describe how objects</li> </ul>	<b>Plants (Y3)</b> <ul style="list-style-type: none"> <li>• I can describe the function of different</li> </ul>	<b>Forces and Magnets (Y5)</b> <ul style="list-style-type: none"> <li>• I can explain what gravity is and its impact on our lives.</li> </ul>	<b>Living things and their habitats (Y5)</b> <ul style="list-style-type: none"> <li>• I can describe the life cycle of different</li> </ul>

<p>between classes 3 and 4).</p> <p><b>Y4</b></p> <p>I can use observations and knowledge to answer scientific questions.</p> <p>I can set up a fair test and explain why it is fair.</p> <p>I can gather, record, classify and present data in different ways to answer scientific questions.</p> <p>I can use findings to report in different ways, including oral and written explanations, presentation.</p> <p>I can draw conclusions and suggest improvements.</p> <p>I can identify differences, similarities and</p>	<ul style="list-style-type: none"> <li>• I can use classification keys to group, identify and name living things (for others to use).</li> <li>• I can describe how changes to an environment could endanger living things.</li> </ul>	<p>move on different surfaces.</p> <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>	<p>parts of flowering plants and trees.</p> <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 air 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>living things, e.g. 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>
--	--	---	--	---	--

changes related to an enquiry.

### Y5

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.

I can use the outcome of test results to make predictions and set up a further comparative fair test.

I can report findings from enquiries in a range of ways.

<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>Art</b> (main in bold)</p>	<p>Romans - Roman pottery <b>sculpture</b>. Grayson Perry (see Gomersal Roman pots)</p> <p>Year 4: I can sculpt clay and other mouldable materials.</p> <p>Year 5:</p>	<p><b>Extreme Earth - Drawing pyroclastic flow (final collage).</b> <b>Kate Fortin weather paintings.</b></p> <p>Year 4: I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>I can experiment with the styles used by other artists.</p>	<p>Anglo-Saxons - Drawing Saxon artefacts. Vincent van Gogh <b>artist</b> Artefacts as still life: <a href="https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/still-life/">https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/still-life/</a></p> <p>Year 4: I can use mark and lines to show texture in my art.</p> <p>Year 5:</p>	<p><b>Countries - Portraits.</b> <b>Local artists:</b> <b>Broadway arts festival.</b></p> <p>Year 4: I can show facial expressions and body language in sketches and paintings.</p>	



	I can research the work of an artist and use their work to replicate a style.	Year 5: I can organise line, tone, shape and colour to represent figures and forms in movement.	I can identify and draw objects and use marks and lines to produce texture.	I can explain some of the features of art from historical periods.  Year 5: I can express emotion in my art.  I can use shading to create mood and feeling.
<b>Design Tech (main in bold)</b>	<b>Roman Catapults (mechanical)</b>  Year 4: <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> <li>I can explain how I have improved my original design.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>I can produce a detailed, step-by-step plan.</li> <li>I can make a prototype</li> </ul>	Earthquake proof buildings (electrical alarms)  Year 4: <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can present a product in an interesting way.</li> <li>I can evaluate products for both their purpose and appearance.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>I can evaluate appearance and function against original criteria.</li> </ul>	<b>Anglo-Saxon Purses</b>  Year 4: <ul style="list-style-type: none"> <li>I can measure accurately.</li> <li>I can evaluate and suggest improvements for my designs.</li> <li>I can produce a plan and explain it. <u>(Repeated from topic 1)</u></li> </ul> Year 5: <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 suggest alternative plans; outlining the positive features and draw backs.</li> <li>I can explain how a product will appeal to a specific audience.</li> </ul>	European Food  Year 4: <ul style="list-style-type: none"> <li>I know how to be both hygienic and safe when using food.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>I show that I can be both hygienic and safe in the kitchen.</li> </ul>

	<p>before make a final version.</p> <ul style="list-style-type: none"> <li>I can use a range of tools and equipment competently.</li> </ul>		<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><b>Computing</b> Digital Literacy objectives are covered throughout the year.</p>	<p><b>Creating Media – Photo editing (Year 4) Information Technology</b></p> <p><u>Year 4:</u> I can select and use software to accomplish given goals. I can experiment with variables to control models. I recognise acceptable and unacceptable behaviour using technology.</p> <p><u>Year 5:</u> I can create and edit a film to present data and information. I can discuss the risks of online use of technology.</p>	<p><b>Programming B – Repetition in games (Year 4) Algorithms and Programming</b></p> <p><u>Year 4:</u> I can give an on-screen robot specific instructions that takes them from A to B. I can experiment with variables to control models. I can make an accurate prediction and explain why I believe something will happen.</p> <p><u>Year 5:</u> I can design algorithms that use repetition and 2-way selection. I can combine sequences of instructions and procedures to achieve a given criteria. I can combine sequences of instructions and procedures to achieve a given criteria. I can debug a program. I can detect and correct errors in algorithms and programs.</p>	<p><b>Flat-file Databases (Year 5) Information Technology</b></p> <p><u>Year 4:</u> I can collect and present data. I can select and use software to accomplish given goals. I recognise acceptable and unacceptable behaviour using technology.</p> <p><u>Year 5:</u> I understand how search results are selected and ranked. I can evaluate information. I can analyse information. I can identify how to minimise risks.</p>	<p><b>Programming A – Selection in Physical Computing (Year 5) Algorithms and Programming</b></p> <p><u>Year 4:</u> I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something will happen (linked to programming). I am beginning to debug a program. I can use logical reasoning to explain how some simple algorithms work.</p>

				<u>Year 5:</u> I can design algorithms that use repetition and 2-way selection. I can combine sequences of instructions and procedures to achieve a given criteria. I can combine sequences of instructions and procedures to achieve a given criteria. I can debug a program. I can detect and correct errors in algorithms and programs.
E-safety Unit	<b>Chariot Champions Privacy and Security</b>  <u>Lesson 1 - Year 4:</u> I know what the digital age of consent is and the impact this has on online service asking for consent.  <u>Lesson 2 - Year 5:</u>	<b>Extreme Earth Health, Well-being, and Lifestyle</b>  <u>Lesson 1 - Year 4:</u> I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.  <u>Lesson 2 - Year 5:</u>	<b>Raiders and Traders Online Relationships</b>  <u>Lesson 1 - Year 4:</u> I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.  <u>Lesson 2 - Year 5:</u>	<b>Countries and Capitals Online Reputation</b>  <u>Lesson 1 - Year 4:</u> I can describe how to find out information about others by searching online.  <u>Lesson 2 - Year 5:</u>

	I can explain what app permissions are and can give some examples.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.		I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	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.
Religious Ed	Y4	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?
	Y5	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?
SMSC	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)
PE/swimming	Netball/Rugby incl. fitness and running  Year 4	Football/Hockey incl. Fitness & Running  Year 4	Gymnastics  Year 4 I can work in a controlled way I can include change of speed and direction	Dance  Year 4 I can take the lead when working with a partner or group	Athletics  Year 4 I can run over a long distance I can sprint over a short distance
					Striking and Fielding Games – Tennis & Rounders  Year 4 I can vary tactics and adapt skills depending

	<p>I can catch with one hand</p> <p>I can throw and catch accurately</p> <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 hit a ball accurately with control</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 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 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 throw in different ways</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>on 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>
--	---	--	---	--	---	--

	<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>Chariot Champions Blown Away Recorder Book 2</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> </ul> <u>Year 5:</u>	<b>Extreme Earth Great Composers (Beethoven)</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 identify the character in a piece of music.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>I can identify major and minor tonality.</li> <li>I can explain what a main theme is and identify when it is repeated.</li> </ul>	<b>Raiders and Traders Creating Simple Melodies Together (Y4 – MMC)</b>  <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record compositions in a small group or on my own.</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> </ul> <u>Year 5:</u> <ul style="list-style-type: none"> <li>I can compose music which meets specific criteria.</li> <li>I can change sounds or organise them differently to change the effect.</li> </ul>	<b>Countries and Capitals Introducing Chords (Y5 – MMC)</b>  <u>Year 4:</u> <ul style="list-style-type: none"> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> </ul>

	<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> </ul>	<u>Year 5:</u> <ul style="list-style-type: none"> <li>• I can contrast the work of a famous composer and explain my preferences.</li> <li>• I can explain the role of a main theme in musical structure.</li> <li>• I can identify instruments by ear and through a range of media.</li> <li>• I can use musical vocabulary to describe the feelings created by the music.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> <li>• I can explain why I think music is successful or unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the notes on lines and in spaces (on a stave).</li> <li>• I can suggest improvements to my own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and describe the different purposes of music.</li> </ul> <u>Year 5:</u> <ul style="list-style-type: none"> <li>• I can breathe in the correct place when singing.</li> <li>• I can improve within a group using melodic and rhythmic phrases.</li> <li>• I can name the notes on lines and in spaces (on a stave).</li> <li>• I can compose music which meets specific criteria.</li> </ul>
French (KS2 only)	<p>All about me 1.1</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>	<p>What's the weather like 2.12</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>	<p>Games and Songs 1.2</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>	<p>Pocket Money 2.8</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> </ul>

	<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 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 write a paragraph of 4-5 sentences.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>English genres (2 per topic)</b>	<p><u><b>Unit 1</b></u></p> <p><b>Genre:</b> diary – 2022 (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><u><b>Unit 2</b></u></p>	<p><u><b>Unit 1</b></u></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><u><b>Unit 2</b></u></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><u><b>Unit 1</b></u></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><u><b>Unit 2</b></u></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><u><b>Unit 1</b></u></p> <p><b>Text:</b> Maria's Island 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><u><b>Unit 2</b></u></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>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>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>	<p><b>Creative Write:</b> Recount about a significant individual of choice e.g. Greta Thunberg</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>
<b>Maths unit links</b>	<p>Number: place value (4 weeks)</p> <p>Length of decades and centuries.</p> <p>Number: Addition and subtraction (3 weeks)</p> <p>How long ago did different events happen?</p> <p>Number: Multiplication and division (3 weeks)</p> <p>Arrays – soldier formations.</p>	<p>Measurement: Length, perimeter and area (2 weeks)</p> <p>Measurements of volcanoes and mountains.</p> <p>Number: Fractions (5 weeks)</p> <p>Number: Y4 decimals/Y5 percentages (4 weeks)</p> <p>Decimals using the Richter scale.</p>	<p>Number: Y4 decimals/Y5 money (2 weeks)</p> <p>Trading – money.</p> <p>Measurement: time (1 week)</p> <p>Statistics (2 weeks)</p>	<p>Geometry: Properties of shape (3 weeks)</p> <p>Geometry: Position and direction (1 week)</p> <p>Y4 = consolidation</p> <p>Y5 = Converting units and volume (2 weeks)</p> <p>Consolidation (1 week)</p>
<b>Links to British Values</b>	<p><u>The rule of law</u></p> <p>Free choice – Boudicia.</p>	<p><u>Democracy</u></p>	<p><u>Individual liberty</u></p> <p>Look at the lack of individual liberty compared to now. Saxons had a hierarchy</p>	<p><u>Mutual respect and tolerance</u></p>

	Roman army's teamwork. Emperor's ambition to expand his empire.	Working together to futureproof our environment and ensure resources aren't used up.	system: king, peasants, and slaves. The lowest classes of society weren't even able to own land.	Aware of different faiths and beliefs Multiculturalism, celebrating diversity.
<b>School Values</b>	<u>Togetherness</u> How the Roman soldiers worked together.	<u>Resilience</u> A continued effort to repair the damage already done to the environment and futureproof it. <u>Respect</u> For the emergency services.	<u>Respect</u> Anglo Saxon burials.	<u>Pride</u> National flags, different countries 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.schoolesscaperooms.co.uk/history-escape-rooms/">http://www.schoolesscaperooms.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
<b>Hunter Gatherers (10 Weeks)</b>	<b>Land of Hope and Glory (9 Weeks)</b>		<b>Tomb Raiders (10 Weeks)</b>	<b>Amazing Alps (10 Weeks)</b>	
<u>Curriculum drivers</u> Knowledge and skills Enrichment Challenge	<u>Curriculum drivers</u> Community Aspirations Inspire		<u>Curriculum drivers</u> Knowledge and skills Enrichment Challenge	<u>Curriculum drivers</u> Community Inspire Challenge Achieve	

<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</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> <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 events</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>patterns when 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</li> </ul>
--	--	---	---	--

	<p>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>	<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>	
<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></p> <p>I can use observations and knowledge to answer scientific questions.</p> <p>I can set up a fair test and explain why it is fair.</p> <p>I can gather, record, classify and present data in different ways to answer scientific questions.</p> <p>I can use findings to report in different ways, including oral and written explanations, presentation.</p> <p>I can draw conclusions and suggest improvements.</p> <p>I can identify differences, similarities and changes related to an enquiry.</p> <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>	<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>
---	---	--	---	---	--

I can use the outcome of test results to make predictions and set up a further comparative fair test. I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. 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.					
<b>Art</b> (main in bold)	<b>Stone Age - cave paintings</b> <b>Pablo Picasso – artist</b>  Year 3: I recognise when art is from different historical periods.  Year 4: I can explain some of the features of art from historical periods.  Year 5: I can research the work of an artist and use their work to replicate a style.	<b>The UK:</b> <b>Sketches of Broadway</b> <b>John Singer Sargent – artist</b> (lots of history in Broadway) <a href="https://www.cotswolds.info/arts-crafts-antiques/john-singer-sargent.shtml">https://www.cotswolds.info/arts-crafts-antiques/john-singer-sargent.shtml</a>  Year 3: I can create a background using a wash.  I can identify the techniques used by different artists.  Year 4:	<b>Egyptians:</b> Digital art Andy Warhol <b>printing</b>  Year 3: I can use digital images and combine with other media in my art.  I can use IT to create art which includes my own work and that of others.  Year 4: I can integrate digital images into my art.	<b>Alps:</b> Wire People <b>Wire artists:</b> Ruth Asawa, Kendra Haste, Sophie Ryder  Year 3: I can identify the techniques used by different artists.  I can use sketches to produce a final piece of art.  Year 4:	

		<p>I can experiment with the styles used by other artists.</p> <p>I can use marks and lines to show texture in my art.</p> <p>Year 5: I can organise line, tone, shape and colour to represent figures and forms in movement.</p>	<p>Year 5: I can use images which I have created, scanned and fount; altering them where necessary to create art.</p>	<p>I can sculpt clay and other mouldable materials.</p> <p>Year 5: I can research the work of an artist and use their work to replicate a style.</p> <p>I can identify and draw objects and use marks and lines to produce texture.</p>
<b>Design Tech (main in bold)</b>	<p>Stone Age Bread and Butter</p> <p>Year 4:</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> <ul style="list-style-type: none"> <li>I show that I can be both hygienic and safe in the kitchen.</li> </ul>	<p>Building Bridges</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can use ideas from other people when I am designing.</li> <li>I can measure accurately.</li> </ul> <p>Year 5:</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 suggest alternative plans; outlining the positive features and draw backs.</li> </ul>	<p>Creating mechanical shaduf</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can produce a plan and explain it.</li> <li>I can measure accurately.</li> <li>I can evaluate products for both their purpose and appearance.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can produce a detailed, step-by-step plan.</li> <li>I can evaluate appearance and function against original criteria.</li> <li>I can use a range of tools and equipment competently.</li> </ul>	<p>Create electrical game</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>I can present a product in an interesting way.</li> <li>I can persevere and adapt my work when my original ideas do not work.</li> <li>I can evaluate and suggest improvements for my design.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>I can explain how a</li> </ul>



		<ul style="list-style-type: none"> <li>I can make a prototype before make a final version.</li> </ul>		product will appeal to a specific audience.
<b>Computing</b> Digital Literacy objectives are covered throughout the year.	<b>Creating Media – Audio editing (Year 4)</b> <b>Information Technology</b>  Year 4: I can produce and upload a podcast to present data and information. I can select and use software to accomplish given goals. I can experiment with variables to control models.  Year 5: I can evaluate information. I can analyse information. I understand how search results are selected and ranked.	<b>Programming A – Repetition in Shapes (Year 4)</b> <b>Algorithms and Programming</b>  Year 4: I can give an on-screen robot specific instructions that takes them from A to B. I can experiment with variables to control models. I can make an accurate prediction and explain why I believe something will happen. I am beginning to debug a program. I can use logical reasoning to explain how some simple algorithms work. I recognise acceptable and unacceptable behaviour using technology.  Year 5: I can design algorithms that use repetition and 2-way selection.	<b>Creating Media – Vector Drawing (Y5)</b> <b>Information Technology</b>  Year 4: I can select and use software to accomplish given goals. I can experiment with variables to control models.  Year 5: I can combine sequences of instructions and procedures to turn devices on and off. I can use technology to control an external device.	<b>Creating media – video editing (Y5).</b> <b>Information Technology</b>  Year 4: I can collect and present data.  Year 5: I can create and edit a film to present data and information. I can evaluate information. I can analyse information. I can discuss the risks of online use of technology.
<b>E-safety Unit</b>	<b>Privacy and Security</b>	<b>Online Relationships</b>	<b>Self-Image and Identity</b>	<b>Managing Online Information</b>

		<p><u>Lesson 1 - Year 4:</u> I can explain that internet use is never fully private and is 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><u>Lesson 1 - Year 4:</u> I can explain how content shared online may feel unimportant to one person but may be important to 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><u>Lesson 1 - Year 4:</u> I can explain that others online can pretend to be someone else, including my friends, and can 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><u>Lesson 1 - Year 4:</u> I can describe some of the methods used to encourage people 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>
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?	<p>L2.5: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>L2.6 For Christians, what was the impact of Pentecost?</p>	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?	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>U2.6 For Christians,</p>	Same as cycle A

			what kind of king is Jesus?			
SMSC	Responsibilities (Y5) Democracy (Y5)		First Aid (Y4)	Independence and Personal Responsibility (Y5)	Money (Y5)	
PE/swimming	<b>Netball/Rugby incl. fitness and running</b>  Year 4 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  Year 5 I can gain possession by working as a team I can pass in different ways	<b>Football/Hockey incl. Fitness &amp; Running</b>  Year 4 I can hit a ball accurately with control I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game  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	<b>Gymnastics</b>  Year 4 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  Year 5 I can make complex extended sequences I can combine action, balance and shape I can perform consistently to different audiences	<b>Dance</b>  Year 4 I can take the lead when working with a partner or group I can use dance to communicate an idea  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	<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 I can hit a target I can jump in different ways  Year 5 I am controlled when taking off and landing I can throw with accuracy I can combine	<b>Striking and Fielding Games – Tennis &amp; Rounders</b>  Year 4 I can vary tactics and adapt skills depending on what is happening in a game  Year 5 I can use forehand and backhand with a racket I can field.

	I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot	pass, dribble and shoot			running and jumping	
	<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 Glockenspiel Stage 2</b>  <u>Year 4:</u> <ul style="list-style-type: none"><li>I can perform a simple part rhythmically.</li></ul>	<b>Land of Hope and Glory Great Composers (Mozart)</b>  <u>Year 4:</u> <ul style="list-style-type: none"><li>I can sing songs from memory with accurate pitch.</li></ul>	<b>Tomb Raiders Purpose, Identity and Expression in Music (Y4 – MMC)</b>  <u>Year 4:</u>	<b>Amazing Alps Getting Started with Music Tech (Y5 – MMC)</b>  <u>Year 4:</u>		

	<ul style="list-style-type: none"> <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> </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> </ul>	<ul style="list-style-type: none"> <li>• I can identify the character in a piece of music.</li> <li>• I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>• I can identify major and minor tonality.</li> <li>• I can explain what a main theme is and identify when it is repeated.</li> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can contrast the work of a famous composer and explain my preferences.</li> <li>• I can explain the role of a main theme in musical structure.</li> <li>• I can identify instruments by ear and through a range of media.</li> <li>• I can use musical vocabulary to describe the feelings created by the music.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> <li>• I can explain why I think music is successful or unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>• I can improvise using repeated patterns.</li> <li>• I can use notation to record compositions in a small group or on my own.</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> </ul> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> <li>• I can compose music which meets specific criteria.</li> <li>• I can change sounds or organise them differently to change the effect.</li> <li>• I can name the notes on lines and in spaces (on a stave).</li> <li>• I can suggest improvements to my own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why silence is often needed in music and explain what effect it has.</li> <li>• I can perform a simple part rhythmically.</li> <li>• I can improvise using repeated patterns.</li> <li>• I can identify and describe the different purposes of music.</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 improve within a group using melodic and rhythmic phrases.</li> <li>• I can name the notes on lines and in spaces (on a stave).</li> <li>• I can compose music which</li> </ul>
--	---	---	---	--

				meets specific criteria.
French (KS2 only)	<p>The Four Friends 1.5</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>All Aboard 2.7</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>Celebrations 1.3</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>Our Sporting Lives 2.10</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><b>Unit 1</b></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</p>	<p><u><b>Unit 1</b></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)</p>	<p><u><b>Unit 1</b></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</p>	<p><u><b>Unit 1</b></u></p> <p><b>Text:</b> Mountains (World of Wonder) by Charlotte Guillain  <b>Model text:</b> Protecting our peaks (page 62)</p>

	<p><b>Genre:</b> Non-Fiction: Explanation text</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Explanation text on topic of choice</p> <p style="text-align: center;"><u>Unit 2</u></p> <p><b>Text:</b> Stig of the Dump by Clive King</p> <p><b>Model Text:</b> Dialogue on page 6-8</p> <p><b>Hot task:</b> Dialogue based on the next part of the story</p> <p><b>Genre:</b> Fiction (classic): Dialogue</p> <p><b>Cross curricular link:</b> History</p> <p><b>Creative Write:</b> Dialogue – What do you think happened to Stig next?</p>	<p><b>Cross Curricular Link:</b> Geography</p> <p><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><b>Text:</b> Scientists: Inspiring tales of the world's brightest scientific minds by DK</p> <p><b>Model text:</b> Biography of Galileo Galilei</p> <p><b>Hot task:</b> Biography of Thomas Edison</p> <p><b>Genre:</b> Non-Fiction: Biography</p> <p><b>Cross Curricular Link:</b> Science: Light</p> <p><b>Creative Write:</b> Biography of a chosen scientist</p>	<p><b>Cross Curricular Link:</b> History</p> <p><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><b>Model text:</b> Opening extract (page 1- 4)</p> <p><b>Hot task:</b> Modern retelling of The Egyptian Cinderella</p> <p><b>Genre:</b> Fiction: Myth/Fairy tale</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Create own myth/legend/fairy tale linked to the Egyptians</p>	<p><b>Hot task:</b> Things you can do to protect the Alps</p> <p><b>Genre:</b> Non-Fiction: Persuasive text</p> <p><b>Cross Curricular Link:</b> Geography/SMSC</p> <p><b>Creative Write:</b> Persuasive text on an environmental issue of choice</p> <p style="text-align: center;"><u>Unit 2</u></p> <p><b>Text:</b> The Brockenspectre by Linda Newbery</p> <p><b>Model text:</b> Character description of Tomas' father (chapter one)</p> <p><b>Hot task:</b> Character description of 'The Brockenspectre'</p> <p><b>Genre:</b> Fiction: Character description</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><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)</p> <p>Number: Addition and subtraction (3 weeks)</p> <p>Number: Multiplication and division (3 weeks)</p>	<p>Measurement: Length, perimeter and area (2 weeks)</p> <p>Number: Fractions (5 weeks)</p> <p>Number: Y4 decimals/Y5 percentages (4 weeks)</p>	<p>Number: Y4 decimals/Y5 money (2 weeks)</p> <p>Measurement: time (1 week)</p> <p>Statistics (2 weeks)</p>	<p>Geometry: Properties of shape (3 weeks)</p> <p>Geometry: Position and direction (1 week)</p> <p>Y4 = consolidation</p> <p>Y5 = Converting units and volume (2 weeks)</p> <p>Consolidation (1 week)</p>
<b>Links to British Values</b>	<p><u>Individual Liberty</u></p> <p>There were no governments and no social media. Stone Age people had complete freedom of speech. This was expressed through their cave paintings.</p>	<p><u>Democracy</u></p> <p>What is democracy and who is out government? How does democracy work in the UK.</p>	<p><u>The Rule of Law</u></p> <p>Following the rules of burials and mummification.</p>	<p><u>Mutual Respect and Tolerance</u></p> <p>Respecting how other people live and being tolerant of their ways of life.</p>
<b>School Values</b>	<p><u>Ambition</u></p> <p>Stonehenge, how was it built? What was it for? Think about the geography of the rocks used and how they transported them to Salisbury.</p>	<p><u>Pride</u></p> <p>How do we show we are proud of where we live? What makes us proud to live in the UK?</p>	<p><u>Resilience</u></p> <p>Link to Passover (RE). They worked in harsh conditions to build pyramids – didn't give up. They had to be built.</p>	<p><u>Respect</u></p> <p>Respecting the environment and rules. How can we protect mountains? Respecting different ways of life.</p>



Enrichment / Community	<p>Stone Age Toolbox – The Hive</p> <p>Use forest school to make Stone Age homes from the Palaeolithic era.</p>	<p>Sketching trip in Broadway (fieldwork, planning our own trips using OS map symbols).</p>	<p>Egyptian themed day – come dressed as an Egyptian.</p> <p>Electrifying Science -Thinktank.</p>	<p>Forest school – looking at the different plants in the school environment, sketching them.</p>
------------------------	---	---	---	---

2024/2025 – Rotation C

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Legends and Longboats	Galapagos		Mayans		Battle of Evesham
	<u>Curriculum drivers</u> Enrichment Knowledge and skills	<u>Curriculum drivers</u> Enrichment Knowledge and skills		<u>Curriculum drivers</u> Enrichment Community Aspiration		<u>Curriculum drivers</u> Community Aspiration
<b>History/Geography</b>  <b>Orange =</b> covered in more than one topic.	<b>Year 4</b> <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</li> </ul>	<b>Knowledge</b> <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 equator and the northern and southern hemisphere.</li> </ul>	<b>Year 4</b> <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> <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</li> </ul>	<i>Local study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>  <b>Year 4</b> <ul style="list-style-type: none"> <li>Use a range of sources including digital and OS maps, atlases, globes and satellite images to</li> </ul>		

	<p>different people in time studied.</p> <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>• 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 different locations and environments.</li> </ul>	<p>civilisation, parliament, and peasantry.</p> <ul style="list-style-type: none"> <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, differences and patterns when investigating places, environments and people.</li> <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> </ul>	<p>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> <p><b>Year 5</b></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</li> </ul>
--	---	---	--	--

	<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</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>	<ul style="list-style-type: none"> <li>• I can describe how a significant individual has influenced the UK or wider world.</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> <li>• Observe, record and explain geographical features of a location.</li> <li>• Use a range of maps and other sources of geographical information and select the most appropriate for the task.</li> <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>Red = history objectives.</p>	<p>and environments.</p> <ul style="list-style-type: none"> <li>• I can identify key features and events of time studied.</li> <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> </ul>
--	---	---	--	---

	<p>knowledge in different forms.</p> <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>Black</b> = geographical objectives.</p>	<ul style="list-style-type: none"> <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 from a range of methods to obtain meaningful data.</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</li> </ul>
--	---	--	--	--

				<p>how and why they change.</p> <ul style="list-style-type: none"> <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> <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><b>Y4</b></p> <p>I can use observations and knowledge to answer scientific questions.</p> <p>I can set up a fair test and explain why it is fair.</p> <p>I can gather, record, classify and present data in different ways to answer scientific questions.</p> <p>I can use findings to report in different ways, including oral and written explanations, presentation.</p> <p>I can draw conclusions and suggest improvements.</p> <p>I can identify differences, similarities and changes related to an enquiry.</p> <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</p>	<p><b>Rocks (Y3)</b></p> <ul style="list-style-type: none"> <li>• I can compare and group rocks based on their appearance and physical properties, giving a reason.</li> <li>• I can describe how fossils are formed.</li> <li>• I can describe how soil is made.</li> <li>• I can describe and explain the difference between sedimentary and igneous rock.</li> </ul>	<p><b>States of matter (Y4)</b></p> <ul style="list-style-type: none"> <li>• I can group materials based on their state of matter (solid, liquid, gas).</li> <li>• I can describe how some materials can change state.</li> <li>• I can explore how materials change state.</li> <li>• I can 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</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> <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> <li>• I can describe what happens to a sound as it travels away from its source.</li> </ul>	<p><b>Properties and changes of materials (Y5)</b></p> <ul style="list-style-type: none"> <li>• I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets).</li> <li>• I can describe how a material dissolves to form a solution; explaining the 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</li> </ul>	<p><b>Earth and space (Y5)</b></p> <ul style="list-style-type: none"> <li>• I can describe and explain the movement of the Earth and other planets relative to the Sun.</li> <li>• I can describe and explain the movement of the Moon relative to the Earth.</li> <li>• I can explain and demonstrate how night and day are created.</li> <li>• I can describe the Sun, Earth and Moon (using the term spherical).</li> </ul>
--	---	---	---	--	--

labels, classification keys, tables, scatter graphs, bar and line graphs. I can use the outcome of test results to make predictions and set up a further comparative fair test. I can report findings from enquiries in a range of ways. I can explain a conclusion from an enquiry. 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.		condensation in the water cycle.		some changes are reversible and some are not. <ul style="list-style-type: none"><li>I can explain how some changes result in the formation of a new materials and that this is usually irreversible.</li><li>I can discuss reversible and irreversible changes.</li><li>I can give evidenced reasons why materials should be used for specific purposes.</li></ul>	
<b>Art</b> (main in bold)	Vikings: Reflections Claude Monet – <b>artist</b> reflections  Year 3: I can use different grades of pencil to shade and to show different tones and textures.	Galapagos: Textured animal portraits. Peggy Fortnum – <b>illustrator</b> (of Paddington Bear)  Year 3: I can compare the work of different artists.  Year 4:	Mayans: Printing Antonia Black – local <b>artist</b> (prints paintings onto scarves)  Year 3: I recognise when art is from different cultures.  Year 4:	Battle of Evesham: Soldier portraits. Bayeaux tapestry <b>textiles</b> , 1066 onwards.  Year 3: I can show facial expressions in my art.  Year 4:	

	<p>Year 4: I can show reflections in my art.</p> <p>Year 5: I can successfully use shading to create mood and feeling.</p>	<p>I can use marks and lines to show texture in my art.</p> <p>I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Year 5: I can identify and draw objects and use marks and lines to produce texture.</p>	<p>I can print onto different materials using at least four colours.</p> <p>Year 5: I can create an accurate print design following criteria.</p>	<p>I can show facial expressions and body language in sketches and paintings.</p> <p>Year 5: I can successfully use shading to create mood and feeling.</p> <p>I can express emotion in my art.</p>
<b>Design Tech (main in bold)</b>	<p><b>Make a longboat</b></p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can produce a plan and explain it.</li> <li>• I can explain how I have improved my original design.</li> <li>• I can measure accurately.</li> <li>• I can present a product in an interesting way.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can produce a detailed, step-by-step plan.</li> <li>• I can use a range of tools and equipment competently.</li> </ul>	<p>Reduce, reuse, recycle</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can evaluate and suggest improvements for my design.</li> <li>• I can evaluate products for both their purpose and appearance.</li> <li>• I can present a product in an interesting way.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can evaluate appearance and function against original criteria.</li> </ul>	<p><b>Chocolate and eco packaging</b></p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can present a product in an interesting way.</li> <li>• I can measure accurately.</li> <li>• I can persevere and adapt my work when my original ideas do not work.</li> <li>• I know how to be both hygienic and safe when using food.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can explain how a product will appeal to a specific audience.</li> <li>• I show that I can be both hygienic and safe in the kitchen.</li> <li>• I can come up with a range of ideas after collecting</li> </ul>	<p>Design bow and arrows.</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• I can produce a plan and explain it.</li> <li>• I can evaluate and suggest improvements for my designs.</li> <li>• I can explain how I have improved my original design.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• I can suggest alternative plans;</li> </ul>



	<ul style="list-style-type: none"> <li>I can make a prototype before make a final version.</li> </ul>		information from different sources (packaging).	outlining the positive features and draw backs.
<b>Computing</b> Digital Literacy objectives are covered throughout the year.	<b>Data and information – Data logging (Year 4) Information Technology</b>  Year 4: I can collect and present data.  Year 5: I can use technology to control an external device. I can analyse information.	<b>Computing systems and networks – The internet (Year 4) Information Technology</b>  Year 4: I can select and use software to accomplish given goals.  Year 5: I can understand how search results are selected and ranked.	<b>Computing Systems and Networks – Sharing Information (Year 5) Information Technology</b>  Year 4: I can collect and present data. I can select and use software to accomplish given goals.  Year 5: I can evaluate information.	<b>Programming B – Selection in quizzes (Year 5) Algorithms and Programming</b>  Year 4: I can experiment with variables to control models. I can give an on-screen robot specific instructions that takes them from A to B.  Year 5: I can design algorithms that use repetition and 2-way selection.
<b>E-safety Unit</b>	<b>Online Bullying</b>  <u>Lesson 1 - Year 4:</u> I can recognise when someone is upset, hurt or angry online.	<b>Health, Well-being, and Lifestyle</b>  <u>Lesson 1 - Year 4:</u> I can explain how using technology can be a	<b>Online Reputation</b>  <u>Lesson 1 - Year 4:</u> I can explain ways that some of the information about anyone online	<b>Copyright and Ownership</b>  <u>Lesson 1 - Year 4:</u> I can give some simple examples of

	<u>Lesson 2 - Year 5:</u> I can identify a range of ways to report concerns and access support both in school and at home about online bullying.		distraction from other things, in both a positive and negative way.  <u>Lesson 2 - Year 5:</u> 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.		could have been created, copied or shared by others.  <u>Lesson 2 - Year 5:</u> I can search for information about an individual online and summarise the information found.		content which I must not use without permission from the owner, e.g. videos, music, images.  <u>Lesson 2 - Year 5:</u> I can assess and justify when it is acceptable to use the work of others.	
Religious Ed	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.							
SMSC	Healthy Relationships (Y3)  Building confidence & challenging stereotypes (Y4)		Understanding food labels (Y3)		Diverse families in the UK and globally (Y3)  Mental Health & Positive Body Image (Y4)		Changes in relationships (Y4)  Current Affairs (Y4)	
PE/swimming	<b>Netball/Rugby incl. fitness and running</b>  Year 4 I can catch with one hand I can throw and catch accurately I can vary tactics and adapt skills	<b>Football/Hockey incl. Fitness &amp; Running</b>  Year 4 I can hit a ball accurately with control I can keep possession of the ball I can vary tactics and adapt skills depending on	<b>Gymnastics</b>  Year 4 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	<b>Dance</b>  Year 4 I can take the lead when working with a partner or group I can use dance to communicate an idea  Year 5 I can compose my own dances in a creative way	<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 I can hit a target	<b>Striking and Fielding Games – Tennis &amp; Rounders</b>  Year 4 I can vary tactics and adapt skills depending on what is happening in a game  Year 5		

	<p>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>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>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 perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistency</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>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> <p>Year 5:</p>	

	I can perform safe self-rescue in different water-based situations.			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> Class 4 Instrument: Glockenspiel, recorder and untuned percussion.	<b>Legends and Longboats Djembe</b>  Year 4: <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> </ul> Year 5: <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>	<b>Galapagos Great Composers (Elgar)</b>  Year 4: <ul style="list-style-type: none"> <li>I can sing songs from memory with accurate pitch.</li> <li>I can identify the character in a piece of music.</li> <li>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</li> <li>I can identify major and minor tonality.</li> <li>I can explain what a main theme is and identify when it is repeated.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>I can contrast the work of a famous composer and explain my preferences.</li> <li>I can explain the role of a main theme in musical structure.</li> </ul>	<b>Mayans Developing Pulse &amp; Groove Through Improvisation (Y4 – MMC)</b>  Year 4: <ul style="list-style-type: none"> <li>I can improvise using repeated patterns.</li> <li>I can use notation to record compositions in a small group or on my own.</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> </ul> Year 5: <ul style="list-style-type: none"> <li>I can compose music which meets specific criteria.</li> <li>I can change sounds or organise them differently to change the effect.</li> <li>I can name the notes on lines and in spaces (on a stave).</li> </ul>	<b>Battle of Evesham Exploring Key &amp; Time Signatures (Y5 – MMC)</b>  Year 4: <ul style="list-style-type: none"> <li>I can explain why silence is often needed in music and explain what effect it has.</li> <li>I can perform a simple part rhythmically.</li> <li>I can improvise using repeated patterns.</li> <li>I can identify and describe the different purposes of music.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>I can breathe in the correct place when singing.</li> </ul>

	notation within an octave.	<ul style="list-style-type: none"> <li>• I can identify instruments by ear and through a range of media.</li> <li>• I can use musical vocabulary to describe the feelings created by the music.</li> <li>• I can describe, compare and evaluate music using musical vocabulary.</li> <li>• I can explain why I think music is successful or unsuccessful.</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest improvements to my own work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can improve within a group using melodic and rhythmic phrases.</li> <li>• I can name the notes on lines and in spaces (on a stave).</li> <li>• I can compose music which meets specific criteria.</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</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> </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</li> </ul>

	out unfamiliar words.	<ul style="list-style-type: none"> <li>I can understand a short story or factual text and note the main points.</li> </ul>		words and phrases
English genres (2 per topic)	<p><u>Unit 1</u></p> <p><b>Text:</b> How to train your dragon by Cressida Cowell</p> <p><b>Model text:</b> How to train your dragon (taken from Grammarsaurus)</p> <p><b>Hot task:</b> How to train your Viking</p> <p><b>Genre:</b> Non - Fiction/Fiction: Instructions</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Create own set of instructions – How to train your...</p> <p><u>Unit 2</u></p> <p><b>Text:</b> She Wolf by Dan Smith</p> <p><b>Model text:</b> Opening extract of story</p> <p><b>Hot task:</b> Opening extract from own perspective</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> What Mr Darwin Saw by Mick Manning</p> <p><b>Model text:</b> ‘Early Days’ recount</p> <p><b>Hot task:</b> Recount of Darwin’s journey to the Galapagos (diary entry)</p> <p><b>Genre:</b> Non -Fiction/Fiction: Recount</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Recount of what animals Darwin saw</p> <p><u>Unit 2</u></p> <p><b>Text:</b> Darwin’s Tree of Life by Michael Bright</p> <p><b>Model text:</b> Early Land Plants</p> <p><b>Hot task:</b> Animals of the Galapagos Islands</p> <p><b>Genre:</b> Non -Fiction: Non - chronological report</p> <p><b>Cross Curricular Link:</b> Geography</p> <p><b>Creative Write:</b> Non - chronological report of chosen animal</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> Charlie and the Chocolate Factory: The Play by Roald Dahl (Author), Richard George (Adapter)</p> <p><b>Model text:</b> Scene 5: The Chocolate Room</p> <p><b>Hot task:</b> Scene 6: The Chocolate River</p> <p><b>Genre:</b> Fiction: Play script</p> <p><b>Cross Curricular Link:</b> History</p> <p><b>Creative Write:</b> Write a play script for newly invented scene</p> <p><u>Unit 2</u></p> <p><b>Text:</b> Kids Fight Plastic by Martin Dorey</p> <p><b>Model text:</b> Should we ban plastic to save the environment? (taken from Grammarsaurus)</p> <p><b>Hot task:</b> Should we ban plastic food packaging? <b>Genre:</b> Non - Fiction: Discussion</p> <p><b>Cross Curricular Link:</b> DT/SMSC</p> <p><b>Creative Write:</b> Discussion text on issue of choice e.g. Were the Mayans the best inventors?</p>	<p><u>Unit 1</u></p> <p><b>Text:</b> The War of the Worlds (Young Reading Series 3) by Russell Punter</p> <p><b>Model text:</b> Opening extract (page 6)</p> <p><b>Hot task:</b> Middle and Ending of story</p> <p><b>Genre:</b> Fiction (classic): Narrative (science fiction)</p> <p><b>Cross Curricular Link:</b> Science: Earth and Space</p> <p><b>Creative Write:</b> Own science fiction narrative set on planet of choice</p> <p><u>Unit 2</u></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</p>

	<b>Genre:</b> Fiction: Narrative (suspense) <b>Cross Curricular Link:</b> History <b>Creative Write:</b> Continue story to include middle and ending			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
<b>Guided reading/whole class texts</b>	The saga of Erik the Viking – Terry Jones	Darwin's tree of life – Michael Bright	If you were made of chocolate (poem) – Rupert Loydell	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>	The rule of law – Viking's reputation for law breaking, the law-speaker's responsibility to remember the laws	Democracy – to solve the plastic pollution on the island – all are involved.	Individual liberty – Mayans expressed themselves through art, sculpture, stone carvings. Contrast this to now – social media, freedom of speech.	Mutual respect and tolerance – lack of respect and tolerance, causing battles. Was this resolved afterwards

	(as they didn't write things down).			or were people still as greedy?
<b>School Values</b>	Resilience – Erik Thorvaldsson's (Erik the red)	Togetherness – working together to clear the plastic pollution and protect the animals from it and invent ways to stop it happening.	Respect – Mayan's respect for the dead – death rituals and pyramids.	Pride – Representing their place and going to battle to protect it.
<b>Enrichment / Community</b>	Viking shelter building.	Animal visitor in – unusual species.	Cadbury world and visit Broadway sweet shop – how do they differ because of the scale? Which is better for the cocoa farmers?	Battle of Evesham Almonry.



