







Y4/5 Cycle A 2024-2025	Autumn		Spring		Summer		
Maths	<ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Multiplication and Division <ul style="list-style-type: none"> • Area 		<ul style="list-style-type: none"> • Multiplication and Division <ul style="list-style-type: none"> • Fractions • Decimals including Percentages 		<ul style="list-style-type: none"> • Properties of Shapes • Position and Direction <ul style="list-style-type: none"> • Angles • Statistics • Multiplication & Division of 10, 100, 1000 <ul style="list-style-type: none"> • Conversion of Units of Measure 		
English	<p>Mixed Genre Writing: The Barnabus Project</p> <p>Vocabulary Building: Planet Earth II</p> 	<p>Explanations: An Explorers Guide</p> <p>Descriptive Writing: Cloud Tea Monkeys</p> 	<p>Mixed Genre Writing: Anglo Saxon Boy</p> 	<p>Mixed Genre Writing: Hidden Figures</p> <p>Non-Chronological Reports: Planetarium</p> <p>Take One Poet: Stars with Flaming Tails</p> 	<p>Mixed Genre Writing: No Ballet Shoes in Syria</p> 	<p>Literacy Heritage: Macbeth</p> <p>Poetry Structure: Macbeth</p> 	
Science	<p>Properties and changes in materials <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • compare and group together everyday materials based on properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 		<p>Forces <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 		<p>Earth and Space <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 		<p>Living things and their habitats <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p>Animals including Humans <i>National Curriculum:</i></p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age
History	<p>Islamic Civilisations: Baghdad <i>National Curriculum: a non-European study that provides contrast with British History</i></p> <p><i>Disciplinary focus: causation</i> <i>Why were there so many restless minds in Baghdad?</i></p>		<p>Anglo-Saxon Britain <i>National Curriculum: Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-Saxon Britain</i></p>		<p>Lady of the Mercians (incl. Norse Culture) <i>National Curriculum: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</i></p> <p><i>Disciplinary focus: change, continuity and similarities</i> <i>How did the Vikings change England?</i> <i>What connections and similarities did the Norse peoples have with other peoples</i></p>		

<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Why is California so thirsty? National Curriculum:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America describe and understand key aspects of physical and human geography including the water cycle, the distribution of natural resources including minerals and water <p style="text-align: center;">Disciplinary focus: change How have the actions of drought affected the drought in California? Skills focus: interpreting a range of thematic maps</p>		<p style="text-align: center;">Migration National Curriculum:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country <p style="text-align: center;">Disciplinary focus: change Why do people migrate? Skills focus: asking questions, eight-point compass</p>		<p style="text-align: center;">North and South America National Curriculum:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America understand geographical similarities and differences through the study of human and physical geography of a region within North or South America describe and understand key aspects of human geography including types of settlement and land use <p style="text-align: center;">Disciplinary focus: diversity What are the pros and cons of living in a mega-city?</p>		
	<p style="text-align: center;">PE</p>		<p style="text-align: center;">Rugby National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p style="text-align: center;">Hockey National Curriculum:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Netball National Curriculum:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p style="text-align: center;">OAA National Curriculum:</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p style="text-align: center;">Athletics National Curriculum:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination
<p style="text-align: center;">Counter Balance Gym National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 			<p style="text-align: center;">Counter Balance Gym National Curriculum:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Kite dance with ribbons National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p style="text-align: center;">Press and Go Gym National Curriculum:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<p style="text-align: center;">Press and Go Gym National Curriculum:</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">Amazon river Dance National Curriculum:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns
<p style="text-align: center;">Year 4 Lion and Penguin Swimmers National Curriculum: swim competently, confidently and proficiently over a distance of at least 25 metres</p>			<p style="text-align: center;">Year 4 Orca and Panther Swimmers National Curriculum: swim competently, confidently and proficiently over a distance of at least 25 metres</p>		<p style="text-align: center;">Year 4 Chameleon and non-swimmers catch up National Curriculum: swim competently, confidently and proficiently over a distance of at least 25 metres</p>		
<p style="text-align: center;">Art</p>	<p style="text-align: center;">Painting: Identities National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. <p>-Apply colour using wash, dotting, splatter, scratching etc in addition to more traditional methods. - Refine colour mixing skills, producing colour wheels or multiple tints of a single colour. - Create colour references in sketch books. - Refine skills in figurative and abstract work, selecting colours to reflect mood.</p>		<p style="text-align: center;">Sculptures: Migration Art National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. <p>- Shape, form, model and construct with malleable and rigid materials with increasing dexterity. - Select from a variety of joining techniques to suit the purpose, medium and aesthetics. - Make initial sketches to develop ideas and inform making.</p>		<p style="text-align: center;">Drawing: Favelas National Curriculum:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history. <p>-Begin to select drawing materials to create particular effects -Communicate form, the effects of light on objects and interpret textures using a variety of mark making skills - Experiment with the concept of perspective - Work on a variety of scales, including initial sketches for projects - Produce increasingly well-observed and accurate drawings, especially of people.</p>		

<p style="text-align: center;">DT</p>	<p style="text-align: center;">Textiles: Cases for Electrical Items <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> know that materials have both functional properties and aesthetic qualities know that a 3D textiles product can be made from a combination of fabric shapes and different fabrics know that fabrics can be strengthened, stiffened and reinforced where appropriate join textiles with a combination of stitching techniques (such as back stitch or blanket stitch for seams and running stitch to attach decoration) select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished know how the work of key designers influenced textile products (e.g. Lucienne Grey, William Morris, Cath Kidston) 		<p style="text-align: center;">Food and Nutrition: Savoury Muffins <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> understand about seasonality in relation to food products and the source of different food products know that seasons may affect the food available know that different food and drink contain different substances, nutrients, water and fibre that are needed for health know how to prepare and cook savoury dishes safely and hygienically including the use of a heat source know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking know how food is processed into ingredients that can be eaten or used in cooking write a step-by-step recipe, including a list of ingredients, equipment and utensil 		<p style="text-align: center;">Mechanical Systems: Pulleys <i>Key Skills, Knowledge and Understanding:</i></p> <ul style="list-style-type: none"> know how mechanical systems such as cams or pulleys or gears create movement understand that mechanical and electrical systems have an input, process and an output understand how gears and pulleys can be used to speed up, slow down or change the direction of movement know about inventors and engineers who have developed ground-breaking products - Archimedes of Syracuse know how to use learning from Science to help design and make products that work demonstrate resourcefulness when tackling practical problems 	
<p style="text-align: center;">Music</p>	<p style="text-align: center;">Whole-Class Instrument: Ocarinas Recap: Book 1 Moving on: Book 2 <i>National Curriculum:</i></p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations 		<p style="text-align: center;">South West Africa <i>National Curriculum:</i></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p style="text-align: center;">Music Technology Unit Grime <i>National Curriculum:</i></p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p style="text-align: center;">Scandinavian Music <i>National Curriculum:</i></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Beginning and Belonging MMR 14 BB 5/6</p>	<p style="text-align: center;">Family and Friends MMR16 FF 5/6</p> <p style="text-align: center;">Anti-Bullying MMR127 AB 5/6</p>	<p style="text-align: center;">Diversity and Communities CIT 10 DC 5/6</p>	<p style="text-align: center;">SRE HSL 17 and HSL 20 SR4 and SR5</p>	<p style="text-align: center;">Personal Safety HSL 23 PS 5/6</p>	<p style="text-align: center;">Managing Change MMR 18 MC 5/6</p>
<p style="text-align: center;">RW</p>	<p style="text-align: center;">Islam: Stories of the prophets <i>What do Muslims learn from their stories?</i></p>	<p style="text-align: center;">Islam: Living Muslim Traditions <i>What lies behind the traditions of Hajj?</i></p>	<p style="text-align: center;">Buddhism: The Prince who became the Buddha <i>How does the life and teaching of Siddartha Gotama affect the way in which Buddhists live?</i></p>	<p style="text-align: center;">Buddhism: Buddhists stories and teachings <i>What do Buddhist stories teach Buddhists about enlightenment?</i></p>	<p style="text-align: center;">People of Faith <i>Why is belief important to some people?</i></p>	

Computing	<p>Computing Systems and Networks: The Internet</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>Online Safety</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour identify a range of ways to report concerns about content and contact 	<p>Programming: Create a Quiz</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Programming: Selection in Physical Computing (Micro:bits)</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Creating Media: Video Production</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Data and Information: Flat-file Databases</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
	MFL	<p>Emotions The Body</p>	<p>Countries and Cities Travel Around the World</p>	<p>Numbers 20-50 At the Supermarket</p>		