

YEAR 4/5 LONG TERM CURRIULUM PLANNING

| YEAR A | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Year A TITLES | WHERE IN THE WORLD IS THE AMAZON BASIN AND RAINFOREST? | WHO LIVES IN THE RAINFOREST? | KINGS & QUEENS | ROBOTS AND MACHINES | DISCOVERY, DEATH AND DESTRUCTION - THE ANCIENT EGYPTIANS | PREDATORS & PREY |
| Literacy Spine | Kensuke's Kingdom MICHAEL MORPURGO | Gold of the Gods BEAR GRYLLS | The Demon Headmaster GILLIAN CROSS | The Iron Man TED HUGHES | Tom's Midnight Garden PHILLIPPA PEARCE | Charlotte's Web E.B WHITE |
| Literacy Genre Coverage and Writing Opportunities | FICTION: Narrative an adventure story set in the rainforest NON-FICTION: Explanation texts of the water cycle POETRY: vocabulary building – sights and sounds of the rainforest | FICTION: Narrative: survival story based on Kensuke's kingdom read last term NON-FICTION: Discussion text about advantages and disadvantages of living in the rainforest | FICTION: character description of Demon Headmaster and queens POETRY: vocabulary building – poems of sinister or spooky characters NON-FICTION: persuasive - Who was the most influential queen in Tudor and Elizabethan times? | FICTION: Narrative a story in the style of the iron man creating atmosphere NON-FICTION: Instructions for making a robot POETRY: vocabulary building - based on sounds, machines and robots | FICTION: Narrative myths and legends NON-FICTION: Information texts about ancient Egypt | FICTION: Narrative description of an animal hunting and pouncing on its prey NON-FICTION: explanation texts about teeth Poetry: descriptive poems about predators and prey |
| VISITS | | | Cressing Temple TRIP | | | Fingringhoe Nature Reserve |
| KEY QUESTIONS | What is the effect of change on the rainforest? What is deforestation? How is the land used? | How has the changing rainforest affected the animals that live there? | Who was Queen Elizabeth? Who was the most influential queen in Tudor and Elizabethan times? | How do robots move? Can you describe how sounds travel? Can you make a simple circuit to light a robot's eyes? | What can you learn from an Ancient Egyptian tomb? How do archaeologists find things out from the past? | Are you predator or prey? What do we use our teeth for? What do other animals use their teeth for? How could you survive with little resources? |
| SUBJECT FOCUS | GEOGRAPHY DT COOKING AND NUTRITION | SCIENCE DRAMA/MUSIC/DANCE | HISTORY ART MUSIC | DT SCIENCE DANCE/DRAMA | HISTORY GEOGRAPHY ART | SCIENCE ART |
| OUTCOME | SCIENCE: Water cycle bags/ Lego Water Cycles & Explanation GEOGRAPHY/SCIENCE: make a model of the rainforest and canopy to explain the water cycle DT: prepare and cook fruit and vegetable dishes using produce from around the world; link to map to show where they come from | MUSIC/DANCE/SCIENCE: compose and perform a dance and rainforest sounds linked to language DT: Bean Bag Dart Frogs | ART: portraits of Kings and Queens HISTORY/LITERACY: Debate: Who was the most influential Queen? Victoria or Elizabeth | DT/SCIENCE: create a robot which contain an electrical circuit with flashing eyes and buzzer Music/Dance/Drama: compose and perform a drum and dance sequence for a robot | GEOGRAPHY: Map of Colchester/ Fingringhoe. Where would it be best to set up a civilisation? Why? Visit the site. Use knowledge to make choices and explain why. HISTORY/ART: Exhibition – make an Egyptian canopic jar and Fact sheet - canopic jars, non-chrons, fact sheet using historical knowledge | DT/SCIENCE: Book - produce an information book about teeth – pop up 3D information booklet – using scientific knowledge and vocabulary |
| STEM AND OUTDOORS: | STEM playing with Puddles pg 36 STEM: Water Filter Challenge pg 52 | Survival day – making dens and campfire cooking (Outdoor Classroom) | Study of local buildings (inc Colchester) Tudor and Elizabethan | STEM Paper cup phones pg 33 STEM Static salt and pepper pg 49 STEM: Dancing Salt pg 14 STEM: Musical Milkbottles pg 28 | Making a Shaduf (Outdoor Classroom) | Decoding natures Patterns STEM pg 15 STEM Scavenger Hunt pg 34 Pond Dipping |
| SCIENCE HISTORY GEOGRAPHY | KS2 Geography Locational Knowledge: locate the world's countries, using maps to | Science Y4 Living Things and their habitats: recognise that living things can be grouped in a | KS2 History a study of an aspect or theme in British history that extends pupils | Y4 Science Electricity: identify common appliances that run on electricity; construct a simple | KS2 History the achievements of the earliest civilisations – an overview of where and when the | Y4 Science, including humans: |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| | <p>focus on Europe (including Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities;</p> <p>KS2 Geography Human and Physical geography: describe and understand physical geography (see list); describe and understand human geography (see list)</p> <p>Science Y4 states of matter: compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celcius; identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>ENQUIRY FOCUS: <i>taking measurements, using range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (UKS2)</i></p> | <p>variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; recognise that environments change and this can sometimes pose a danger to living things</p> <p>Science Y5 Living things and their habitats: describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird; describe the life processes of reproduction in some plants and animals</p> <p>ENQUIRY FOCUS: <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (LKS2)</i> <i>Recording data and result of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (UKS2)</i></p> | <p>chronological knowledge beyond 1066</p> | <p>series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, cased on whether or not the lamp is part of the a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Y4 Science Sound: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the column of a sound and the strength of the vibrations that produced it</p> <p>ENQUIRY FOCUS: <i>Recording data and result of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (UKS2)</i></p> | <p>first civilisations appeared and a depth study of Ancient Egypt, Ancient Sumer, the Indus valley, Ancient Egypt or The Shang Dynasty of Ancient China</p> <p>KS2 History understand how our knowledge of the past is constructed from a range of sources</p> | <p>describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Y5 Science Animals, including humans: describe the changes as humans develop to old age</p> <p>ENQUIRY FOCUS: <i>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (UKS2)</i></p> |
| <p>ART and DESIGN</p> | <p>KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials: close up observational drawing of leaves; compare line, shape and pattern of leaves around the world; PAINTING colour mixing and comparing green shades and names for green, create a canopy with leaves from around the world</p> | | <p>KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials; learn about great artists: DRAWING AND PAINTING – portraits of ourselves and queens Artist study Isaac Oliver Elizabethan portrait artist with digital images</p> | | <p>KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials; learn about great artists: 3D SCULPTURE: Design and create an Egyptian Canopic jar</p> | |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| | Collage – rainforest scene – Henry Rosseau | | | | | |
| DT | Cooking and Nutrition: understand seasonality, and know where and how a variety of ingredients are grown, reared, cooked, caught and processed: prepare and cook fruit and vegetable dishes using produce from around the world; link to map to show where they come from (soup) | KS2 Design, Make, Evaluate, Technical Knowledge: Design and make felt poison dart frog using paper pattern | | KS2 Design, Make, Evaluate, Technical Knowledge: investigate robots on the internet, design own robot with resourcing in mind, use science knowledge to create flashing eyes and buzzer | | KS2 Design, Make, Evaluate, Technical Knowledge: make a 3D pop-up/flap information book about teeth |
| MUSIC | | MUSIC EXPRESS 8-9 ENVIRONMENT | MUSIC EXPRESS 9-10 AT THE MOVIES | | Summer show songs | Summer Show songs |
| COMPUTING | EXCEL – Weather ➤ Devise and construct databases to record information. | Coding – Scratch Rainforest Theme ➤ Specified screen coordinates to control movement, rotation and number of degrees. ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects. ➤ Use IF-THEN-ELSE conditions to control events or objects. ➤ Create conditions for actions and use sensing tools. ➤ Use lists to create a set of values. ➤ Use reporter operators ()+() etc. to perform calculations. | Powerpoint about a famous king or queen | Movie Make/ Audacity – sounds, dance, poetry ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects | Coding – KODU ➤ Specified screen coordinates to control movement, rotation and number of degrees. ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects. ➤ Use IF-THEN-ELSE conditions to control events or objects. ➤ Create conditions for actions and use sensing tools. ➤ Use lists to create a set of values. ➤ Use reporter operators ()+() etc. to perform calculations. | ESAFETY ➤ Contribute to blogs ➤ Give examples of risks online and show how to minimise risk ➤ Understand copyright ➤ Understand that comments online can be hurtful and permeant and is bullying. ➤ Understand how online services work. |
| PE | Gymnastics Tag Rugby | Dance – Rainforest Basketball | Dance – Born to Move Hockey | Dance – Robots Tag Rugby | Athletics (Sports Day) Football | Athletics (Sports Day) Rounders |
| PSHCE (Jigsaw) | Being me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| RE | Sikhism: *The Guru Granth Sahib and the Gurdwara | Incarnation | Hinduism: *Hindu Gods and Goddesses | Salvation | Islam: *The Qur'an | Creation/Fall |
| French | Refer to SoW | | | | | |
| YEAR B | DRAGON'S DEN VIRGIN £5 MAKING YOUR MONEY GROW | WHAT'S IN THE NEWS? (SPACE) | THE BATTLE OF BRITAIN | WHAT'S COOKING? KITCHEN SCIENCE HEALTHY EATING | KINGS AND RAIDERS! | VOLCANOES AND MOUNTAINS |
| Literacy Spine | The Firework Makers Daughters PHILIP PULLMAN | The Butterfly Lion MICHAEL MORPURGO | Goodnight Mr Tom MICHELLE MAGORIAN | ROALD DAHL THE BFG | Beowulf MICHAEL MORPURGO KEVING CROSSLEY-HOLLAND SHORT STORIES THE SEEING STONE (ARTHUR) | Bill's New Frock ANNE FINE |
| Literacy Genre Coverage and Writing Opportunities | FICTION: Narrative short story based on the firework-makers daughter Poetry: vocabulary building - list poems and a focus on vocabulary poems about bicycles or transport such as trains NON-FICTION: Persuasive to promote your design for dragons den | FICTION: narrative Alien Crash Landing NON-FICTION: newspaper reports alien crash landing, Tim Peake | FICTION: Recount/diary entry of a day in the life of an evacuee POETRY: vocabulary building - sights and sounds of the train journey to their new family as an evacuee NON-FICTION: discussion outlining advantages and disadvantages of evacuation | FICTION: character descriptions based on the BFG NON-FICTION: explanation texts linked to Science; instructions/recipes | FICTION: myths and legends POETRY: vocabulary building – mysterious creatures Beowulf NON-FICTION: information reports about the differences between Vikings and Saxons | FICTION: narrative stories Non-Fiction: explanation of how volcanoes erupt |
| Visits | Synagogue | | | | West Stow Anglo Saxon Visit | London Musical |
| KEY QUESTIONS | Where would you find levers, pulleys and gears? Can you design and make a mechanical object for Dragon's Den? | Who is Tim Peake? Can you report on an alien crash landing? What would Tim have seen on his voyage? | How did the battle of Britain affect children's lives in London and our area? | Which of these science processes are useful to chefs? | Who were the Anglo-Saxons, Scots and Vikings? Where did they come from? | Where in the world is Pompeii, Naples and Campania? Who is Andy Warhol Vesuvius and Katsushika Hokusai? |
| SUBJECT FOCUS | SCIENCE ART | SCIENCE DT | HISTORY DT | SCIENCE DT COOKING AND NUTRITION | HISTORY GEOGRAPHY ART | GEOGRAPHY ART |
| OUTCOME | SCIENCE: Investigation focus Design an investigation about Forces. | SCIENCE/LITERACY: write and perform a TV and newspaper about an alien landing or crash DT: design and make a mechanical object or vehicle | HISTORY/DRAMA: Write and produce a short scene showing how life was for children who were evacuated to Fingringhoe-act out the Blitz and evacuation of children LITERACY: recount/diary of an evacuation DT: design and make a free standing photograph frame for your parents | DT – prepare and cook savoury dishes BREAD SCIENCE PRACTICAL TASK - Miss Honey's Classroom has been destroyed by Miss Trunchbull...How can you help her sort it out? (Separating materials) | ART: produce a piece of anglo-saxon weaving Anglo-Saxon and Viking settlements around the UK GEOGRAPHY: make a map of Anglo-Saxon and Viking settlements around the UK | ART: painting and prints of volcanoes, wax resist LITERACY: A travel guide to visit Pompeii using geographical knowledge and vocabulary |
| STEM AND OUTDOORS: | STEM – Fireworks in a Jam jar pg 19 | STEM – Rocket Racers pg 42 | Re-enactment of life in an Anderson Shelter Visit a local Anderson Shelter. | Cleaning dirty Water – Outside classroom | Dip dye and weaving Outdoor classroom) | Volcano explosions (Forest Schools) |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| | | | A visit from a local Fingringhoe recorder | | Wattle and Daub (Practical – outdoor classroom) | |
| SCIENCE HISTORY GEOGRAPHY | <p>Y5 Science Forces: 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> <p>ENQUIRY FOCUS: <i>taking measurements, using range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (UKS2)</i></p> <p>See Hamilton Trust Year 5 planning Forces</p> | <p>Y5 Science Earth and Space: 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> <p>ENQUIRY FOCUS: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments. (UKS2)</i></p> | <p>KS2 History a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> | <p>Y5 Science Properties and changes of materials: compare and group together everyday materials on the basis of their 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 test, 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 the changes associated with burning and the action of acid on bicarbonate of soda</p> <p>http://www.science-sparks.com/2013/04/27/kitchen-science-round-up/</p> <p>ENQUIRY FOCUS: <i>Recording data and result of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (UKS2)</i></p> | <p>KS2 History: Britain's settlement by Anglo-Saxons and Scots – Anglo-Saxon invasions, settlements and kingdoms;</p> <p>KS2 History: the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>KS2 Geography Locational knowledge: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time</p> | <p>KS2 Geography Human and Physical geography: describe and understand physical geography (see list); describe and understand human geography (see list)</p> <p>KS2 Geography Place Knowledge: understand geographical similarities and differences through the study of a region in a European country</p> |
| ART and DESIGN | KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design | KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques | | | KS2 Learn to develop techniques, including their control and their use of materials with creativity and | KS2 to create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| | techniques including drawing, painting and sculpture with a range of materials; learn about great artists: DRAWING: use pencil and charcoal to create observational sketches of bicycles and gears and cogs | including drawing, painting and sculpture with a range of materials; observational sketches of themselves and faces for photograph portraits DRAWING | | | experimentation: WEAVING: create a saxon style weave | including drawing, painting and sculpture with a range of materials; learn about great artists: PAINTING AND PRINTING ARTIST STUDY: Hokusai and Warhol; create a painting in the style of Hokusai and Warhol; investigate printing |
| DT | | KS2 Design, Make, Evaluate, Technical Knowledge: design and make a mechanical object | KS2 Design, Make, Evaluate, Technical Knowledge: Make a free standing photograph frame with a photo of ourselves for our parents (during evacuation) | KS2 DT Cooking and Nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques: prepare and cook a dish using some of the science techniques in science such as sieving, dissolving, reversible and non-reversible changes | | |
| MUSIC | | CONSORTIUM MUSIC WORKSHOP MUSIC EXPRESS 9-10 SOLAR SYSTEM AUTUMN 2 | | MUSIC EXPRESS 8-9 FOOD AND DRINK | Summer Show Songs | Summer Show Songs MUSIC EXPRESS 8-9 TIME |
| COMPUTING | Movie Maker – Advertising toys <ul style="list-style-type: none"> ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects | Publisher – newspaper article | Powerpoint – Battle of Britain <ul style="list-style-type: none"> ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects. | Coding – Scratch Ancient Egypt <ul style="list-style-type: none"> ➤ Specified screen coordinates to control movement, rotation and number of degrees. ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects. ➤ Use IF-THEN-ELSE conditions to control events or objects. ➤ Create conditions for actions and use sensing tools. ➤ Use lists to create a set of values. | ESAFETY <ul style="list-style-type: none"> ➤ Contribute to blogs ➤ Give examples of risks online and show how to minimise risk ➤ Understand copyright ➤ Understand that comments online can be hurtful and permeant and is bullying. <p>Understand how online services work.</p> | KODU – <ul style="list-style-type: none"> ➤ Specified screen coordinates to control movement, rotation and number of degrees. ➤ Set and change the appearance of objects and between screen layers. ➤ Create and upload sounds and edit. Add effects. Volume, duration and rest ➤ Combine the use of pens to create interesting effects. ➤ Use IF-THEN-ELSE conditions to control events or objects. ➤ Create conditions for actions and use sensing tools. ➤ Use lists to create a set of values. |

YEAR 4/5 LONG TERM CURRIULUM PLANNING

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| | | | | ➤ Use reporter operators ()+() etc. to perform calculations. | | Use reporter operators ()+() etc. to perform calculations. |
| PE | Swimming Tag Rugby | Swimming Basketball | Dance – Born to Move Hockey | Dance – Robots Tag Rugby | Athletics (Sports Day) Football | Athletics (Sports Day) Rounders |
| PSHCE (Jigsaw) | Being me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |
| RE | Judaism: *The Jewish Home *The Synagogue | Gospel | Buddhism: *The Buddha *Living as a Buddhist | People of God | Prayer and Places: *daily prayers *places to worship | Kingdom of God |
| French | Refer to SoW | | | | | |