

Year 4 / 5 - Cycle A

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| 2021/2022 | Victorious Victorians | | To Infinity and Beyond | | Groovy Greeks | |
| Maths | <ul style="list-style-type: none"> -Place value and written addition -Decimals and written addition -Subtraction, -2D shapes and mental multiplication -Mental multiplication and fractions -Place value and written multiplication. | <ul style="list-style-type: none"> -Fractions, multiplication and division -Place value, decimals and subtraction -Measures -3D shapes and fractions -Mental and written calculations | <ul style="list-style-type: none"> -Place value and negative numbers -Mental addition and subtraction including money -Place value and addition of decimals -Co-ordinates and statistics -Mental multiplication and division, written multiplication | <ul style="list-style-type: none"> -Fractions, decimals, percentages and mean -Written division, multiplying and dividing fractions -Perimeter, area and volume -Place value, subtraction, scaling, ratio, percentages, -Number, subtraction and algebra | <ul style="list-style-type: none"> -Number, place value, addition and subtraction -Roman numerals, decimals -Mental multiplication and division, fractions and percentages -Geometry, data, area, perimeter and algebra | <ul style="list-style-type: none"> -Fractions and subtraction -Mental multiplication -Written division and ratio -Written multiplication and division -Time, line graphs and rate -Decimals and subtraction, patterns |
| English | <p>Fiction :</p> <ul style="list-style-type: none"> -Ocean Meets Sky by The Fan Brothers -Lady Daisy by Dick King-Smith <p><i>-Descriptive writing – recounts from POV of characters of novels</i></p> <p>Non-Fiction :</p> <ul style="list-style-type: none"> -The Bluest of Blues by Fiona Robinson <p>Grammar :</p> <ul style="list-style-type: none"> -Ready to write Y4: Pronouns Y5: Relative clauses | <p>Fiction :</p> <ul style="list-style-type: none"> -The Wolves in the Walls by Neil Gaiman <p>Non-Fiction :</p> <ul style="list-style-type: none"> -What Mr Darwin Saw by Mick Manning & Brita Granstrom - Local Tourism leaflets for our persuasive leaflet, based on Educational Visit to Guildford Victorian School room -Non- narrative, with organisational devises <p>Grammar :</p> <ul style="list-style-type: none"> Y4:Fronted Adverbials Y5: Modal verbs and Adverbs | <p>Fiction :</p> <ul style="list-style-type: none"> -The War of the Worlds by H. G. Wells, Russell Punter & David Miles (age accessible version) <p><i>-Narrative writing</i></p> <p>Non-Fiction :</p> <ul style="list-style-type: none"> - Destination Space by Christoph Englert -Non- narrative, with organisational devises <p>Grammar :</p> <ul style="list-style-type: none"> Y4: Apostrophes and Speech Y5: Parenthesis and Expanded nouns phrases | <p>Fiction :</p> <ul style="list-style-type: none"> - Look Up! By Nathan Bryan <p><i>- Descriptive writing /narrative writing</i></p> <p>Non-fiction :</p> <ul style="list-style-type: none"> -The Skies Above my Eyes by Charlotte Guillain and Yuval Zommer -Curiosity: The Story of a Mars Rover by Markus Motum -Non- narrative, with organisational devises <p>Poetry :</p> <ul style="list-style-type: none"> -The Rubbish Tip Alien, Space Staring, and Six Ways to Look | <p>Fiction :</p> <ul style="list-style-type: none"> -Footpath Flowers by Jon Arno Lawson and Sydney Smith -The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas <p><i>- Descriptive writing /narrative writing</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> Y4: Standard English and Paragraphs Y5: Commas and Cohesion | <p>Fiction :</p> <ul style="list-style-type: none"> -Leo and the Gorgon's Curse by Joe Todd Stanton -Athena: The Story of a Goddess by Imogen & Isabel Greenberg <p><i>-Non- narrative, using further organisational and presentational devices to structure text and to guide the reader</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> Y4: Suffixes 2 Y5: Cohesion, Prefixes and Suffixes |

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| | | | | <p>at the Moon by Pie Corbett</p> <p><i>-Free Verse Poetry</i></p> <p>Grammar : Y4: Noun phrases and Suffixes 1 Y5: Tenses</p> | | |
| <p>Science</p> | <p>Properties and changes of Materials : <i>Links to the Industrial Revolution and Alfred Nobel</i></p> <p>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) -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</p> | <p>Living things and their habitats : -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> <p>Animals, including humans: -Describe the changes as humans develop to old age.</p> | <p>Earth & 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>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</p> | <p>Rocks and Soil : -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter</p> | <p>Plants : -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |

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| | <p>-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>-Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-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 to have a greater effect.</p> | | | | | |
| <p>History</p> | <p>Victorian Britain : <i>The lives of children during the Victorian era and Queen Victoria</i></p> <p><i>Y4:</i></p> <ul style="list-style-type: none"> -Place events from the period studied on a timeline. -Use terms related to the period and begin to date events -Show knowledge and understanding of some of the main events, people and changes studied. -Begin to give a few reasons for and consequences of the main events and changes. -Explain why key events happened and why people in history acted as they did. | | | | <p>Ancient Greece : <i>The achievements of the earliest civilizations</i></p> <p><i>Y5:</i></p> <ul style="list-style-type: none"> -Understand terms BC and AD (and that some texts use terms BCE and CE). -Understand history as a continuum with overlapping eras and themes. -Compare and contrast aspects of the past with aspects of today. -Write an explanation of a past event using evidence to support their explanation -Discuss and understand different opinions and attitudes within the period studied, making comparisons to the present day (e.g. slavery in ancient Athens, which would not be acceptable today) | |

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| | <ul style="list-style-type: none"> -Ask and answer questions about the past. -Use evidence from different sources to build up a picture of a past event -Use stories to identify the differences between fact and fiction <p><i>Y5:</i></p> <ul style="list-style-type: none"> -Compare and contrast aspects of the past with aspects of today. -Begin to draw conclusions about a period using a range of sources including artefacts and pictures. -Compare accounts of events from different sources. <p><i>Local History Study - Barns Green during the Victorian times, and the history of Barns Green/ Itchingfield schools</i></p> | | | | <ul style="list-style-type: none"> -Organise and present their findings in a thoughtful and succinct way | |
| Computing | Unit 4.1 : Coding Programs - 2Code Unit 4.2 : Online safety. | Unit 4.3 : Spreadsheets | Unit 4.4 : Writing for different audiences | Unit 4.5 : Logo | Unit 4.6 : Animation | Unit 4.7 : Effective search Unit 4.8 : Hardware investigators |
| Art and Design | <p>Printing: <i>Y4:</i></p> <ul style="list-style-type: none"> -Make a printed piece in response to looking at the work of an artist/designer -Focus on colour, shapes and lines when creating patterns -Continue to print by pressing, rolling, rubbing and stamping -Make repeated patterns, overlap, rotate and arrange shapes -Make own printing blocks e.g. from Plasticine, string, using relief or impressed method -Make a one- coloured print -With help, make prints of 2 or more colours or use mixed media on a one-coloured print <p><i>Artist focus: William Morris</i></p> | | <p>Drawing: <i>Y4:</i></p> <ul style="list-style-type: none"> -Sketch using a loose wrist -Make light sketches (no rubbers necessary from this point) -Draw people and faces proportionately -Introduce view finders to assist children in focusing on close up detail or framing a scene -Explore different grades of pencil to show different tones and depth within their drawings -Use hatching and cross hatching (including smudging) to show different tones -Apply a technique to show texture e.g. a pattern of lines and dots -Continue to use a variety of drawing tools | | <p>3D: <i>Using clay as a medium</i></p> <p><i>Y4:</i></p> <ul style="list-style-type: none"> -Make nets of shapes to create recognisable forms, e.g. cubes, cuboids, cones. Join these together to create abstract forms. -Use developing clay techniques to apply to pottery (joining clay adequately) -3-D work has a well thought out purpose, planned and designed from observation or imagination -Continue using techniques of adding materials to create texture, feeling, expression and movement (e.g. wrinkles on a portrait sculpture.) | |

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| | <p>Painting: Y4: -Mix colours to represent images observed in nature and the man-made world -Identify primary and secondary, complimentary and contrasting colours and see their place on a colour wheel -Make colours lighter or darker -Use powder paint, ready mix, watercolours, watercolour pencils and acrylic paint -Use watercolours to make washes ready for detail -Experiment with colour to create moods or feelings -Use different thickness of brushes and different techniques to produce shapes, textures, patterns and lines -Make notes in sourcebook of how artists have used paint and techniques to produce pattern, colour, texture, tone, shape, space, form and line -Sketch lightly before painting</p> <p><i>Artist focus: Turner and Lowry</i></p> | <p>Y5: -Develop own style of drawing -Begin to use simple perspective using a focus point and the horizon -Continue using view finders to assist composition</p> <p>Collage: Y5: -If choosing collage, select the most appropriate materials and techniques to fit the purpose -If choosing collage, annotate their work with thoughts, feelings and their ideas throughout the whole process -Give the opportunity to choose collage as part of a mixed media project</p> | <p>Y5: -Plan a sculpture through drawing (using sourcebook) -Develop skills in using clay including, slabs, coils, slips (joining correctly)</p> |
| <p>Design Technology</p> | <p>Textiles : <i>Combing fabric shapes</i></p> <ul style="list-style-type: none"> - Develop their own design criteria and use these to inform their ideas -Describe the purpose of their products -Indicate the design features of their products that will appeal to intended users explain how particular parts of their products work -Share and clarify ideas through discussion -Model their ideas using pattern pieces -Use annotated sketches to develop and communicate their ideas -Make design decisions that take account of the availability of resources -Select tools and equipment suitable for the task | <p>Electrical systems : <i>More complex circuits and switches</i></p> <ul style="list-style-type: none"> -Understand that mechanical and electrical systems have an input, process, and output -Know the correct technical vocabulary for the projects they are undertaking -Identify the strengths and areas for development in their ideas and products -Consider the views of others, including intended users, to improve their work how simple electrical circuits and components can be used to create functional products <p>Y5: -Understand how more complex electrical circuits and components can be used to create functional products</p> | <p>Mechanisms : <i>Gears</i></p> <ul style="list-style-type: none"> -Accurately measure, mark out, cut and shape materials and components -Accurately assemble, join and combine materials and components -Accurately apply a range of finishing techniques, including those from art and design -Use techniques that involve a number of steps -Demonstrate resourcefulness when tackling practical problems -Know the correct technical vocabulary for the projects they are undertaking -Identify the strengths and areas for development in their ideas and products |

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- Explain their choice of tools and equipment in relation to the skills and techniques they will be using
- Select materials and components suitable for the task
- Explain their choice of materials and components according to functional properties and aesthetic qualities
- Understand that a single fabric shape can be used to make a 3D textiles product
- Understand that materials have both functional properties and aesthetic qualities
- Understand that materials can be combined and mixed to create more useful characteristics
- Identify the strengths and areas for development in their ideas and products
- Consider the views of others, including intended users, to improve their work
- Refer to their design criteria as they design and make
- Use their design criteria to evaluate their completed products

Y5:

- Produce appropriate lists of tools, equipment and materials that they need
- Formulate step-by-step plans as a guide to making
- Understand that a 3D textiles product can be made from a combination of fabric shapes

Making Advent Calendars

Food :

Celebrating culture and seasonality

- Follow procedures for safety and hygiene
- Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

- Consider the views of others, including intended users, to improve their work

Y5:

- Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- Evaluate their ideas and products against their original design specification
- Understand how mechanical systems such as cams or pulleys or gears create movement

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| | <p>-Understand that food ingredients can be fresh, pre-cooked and processed</p> <p><i>Y5:</i></p> <p>-Understand that a recipe can be adapted a by adding or substituting one or more ingredients</p> <p><i>Making Mince Pies</i></p> | | | | | |
| Geography | <p>Map Skills : <i>Mapping out BGPS, using compass points, coordinates, study of the local area.</i></p> <p>-Look at maps of the local area and identifying changes</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | | <p>Map Skills :</p> <p>- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>-Study the globe</p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> | <p>Physical and Human Geography :</p> <p>- Locational knowledge, place knowledge, physical geography, geographical skills</p> <p>-Field studies via Trip</p> <p>-Locate some of the world's countries and major cities, environmental regions, physical and human characteristics linked to topics</p> | | |
| Music | <p>Our Community : <i>Performance</i></p> <p>-Understand and explore how music is communicated (conducting)</p> <p>-Play and perform, using their voices and playing musical instruments with increasing accuracy and expression</p> <p>-Develop an understanding of musical composition, and compose and</p> | <p>Keeping Healthy : <i>Beat</i></p> <p>-Explore pitch, structure, texture, and appropriate musical notations, including staff notation</p> <p>-Develop an understanding of musical composition, organising and manipulating ideas within musical structures</p> <p>-Sing and play musically, with increasing</p> | <p>Solar System : <i>Listening</i></p> <p>-Listen to, review, and evaluate music across a range of historical periods, including the works of the great composers</p> <p>-Explore dynamics, timbre, tempo, and texture</p> <p>-Use and understand staff and other musical notations</p> <p>-Learn to sing with expression</p> | <p>At the Movies : <i>Composition</i></p> <p>-Develop an understanding of the history of music</p> <p>-Listen with attention to detail and recall sounds with increasing aural memory</p> <p>-Develop an understanding of musical composition, organising and manipulating ideas within musical structures</p> | <p>Life Cycles : <i>Structure</i></p> <p>-Appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians</p> <p>-Develop an understanding of musical composition</p> <p>-Play and perform in solo and ensemble contexts, using their</p> | <p>Celebration : <i>Performance</i></p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>-Sing and play musically with increasing confidence and control</p> <p>-Listen with attention to detail and recall</p> |

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| | <p>Improvise -Create music on their own and with others</p> <p><i>Link to Topic: Victorian Composers – Elgar</i></p> | <p>confidence and control -Perform in an ensemble context</p> | <p>-Develop an understanding of musical composition</p> | <p>-Explore tempo, texture, structure, duration, and appropriate musical notations</p> | <p>voices and playing musical instruments with increasing accuracy, fluency, control, and expression -Explore structure, timbre, and appropriate musical notations</p> | <p>sounds with increasing aural memory</p> |
| Religious Education | <p>Christianity: -Looking at influential Christians from this era -Understanding how the beliefs of Christians influence their actions</p> | <p>Christmas: -Christmas today -A Christmas Carol</p> | <p>The Bible -Where did the Christian Bible come from?</p> | <p>Islam: The Qur'an -Why is the Qur'an so important to Muslims?</p> | <p>Worship</p> | <p>Art -How do people express their feelings through the arts?</p> |
| P.S.H.E | <p>Relationships</p> <p>Families and friendships : - Managing friendships and peer influence</p> <p>Safe relationships : - Physical contact and feeling safe</p> <p>Respecting ourselves and others : - Responding respectfully to a wide range of people -Recognising prejudice and discrimination</p> | | <p>Living in the wider world</p> <p>Belonging to a community : - Protecting the environment -Compassion towards others</p> <p>Media literacy and digital resilience : - How information online is targeted -Different media types, their role and impact</p> <p>Money and work : - Identifying job interests and aspirations -What influences career choices -Workplace stereotypes</p> | | <p>Health and Wellbeing</p> <p>Physical health and Mental wellbeing : - Healthy sleep habits -Sun safety -Medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing : - Personal identity -Recognising individuality and different qualities -Mental wellbeing</p> <p>Keeping safe : - Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> | |

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| <p>P.E</p> | <p>SAQ</p> <p>Gymnastics (Complete PE)</p> <p>OAA (Complete PE)</p> | <p>Dance (Complete PE)</p> <p>Games (Complete PE): -Invasion</p> | <p>SAQ</p> <p>Gymnastics (Complete PE):</p> <p>Games (Complete PE): -Invasion</p> <p>Swimming: -For those who cannot swim 25m</p> | <p>Dance (Complete PE)</p> <p>Games: -Invasion</p> <p>Swimming: -For those who cannot swim 25m</p> | <p>Athletics (Complete PE)</p> <p>Games (Complete PE): -Striking and Fielding</p> | <p>Games (Complete PE): -Striking and Fielding -Net</p> |
| <p>MFL (French)</p> | <p>Unit 5 : <i>On the Way to School</i> <i>Where in the World is French spoken?</i> <i>On our travels</i> <i>Weather</i> <i>Numbers 21-30</i></p> <p>-Recognise the phrases for modes of transport -Listen for specific words and phrases (04.2)</p> | <p>Unit 5 : <i>Dates</i></p> <p>Unit 6 : <i>Grandmère Denise</i> <i>L'argent de poche (Christmas presents)</i></p> | <p>Unit 6 : <i>Likes and dislikes</i> <i>C'est combien ?</i> <i>Toy advert</i></p> | <p>Unit 7 : <i>Our Sporting lives</i> <i>Diary of activities</i> <i>Healthy eating</i></p> | <p>Unit 8 : <i>The Four Friends (Story and song – 3 separate lessons)</i></p> <p>Unit 9 : <i>Meet the animals</i></p> | <p>Unit 9 <i>Animals sounds</i> <i>Animal habitats</i> <i>Animal Descriptions</i></p> <p>-Read and understand a range of familiar written phrases (L4.1) -Recognise and apply simple agreements (Ka) -Sort words into categories (LLS)</p> |