

## Year 4 / 5 - Cycle B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
2022/2023	Ancient China		Amazing Americas		Shadow Play	
<b>Maths</b>	<ul style="list-style-type: none"> <li>-Place value and written addition</li> <li>-Decimals and written addition</li> <li>-Subtraction,</li> <li>-2D shapes and mental multiplication</li> <li>-Mental multiplication and fractions</li> <li>-Place value and written multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>-Fractions, multiplication and division</li> <li>-Place value, decimals and subtraction</li> <li>-Measures</li> <li>-3D shapes and fractions</li> <li>-Mental and written calculations</li> </ul>	<ul style="list-style-type: none"> <li>-Place value and negative numbers</li> <li>-Mental addition and subtraction including money</li> <li>-Place value and addition of decimals</li> <li>-Co-ordinates and statistics</li> <li>-Mental multiplication and division, written multiplication</li> </ul>	<ul style="list-style-type: none"> <li>-Fractions, decimals, percentages and mean</li> <li>-Written division, multiplying and dividing fractions</li> <li>-Perimeter, area and volume</li> <li>-Place value, subtraction, scaling, ratio, percentages,</li> <li>-Number, subtraction and algebra</li> </ul>	<ul style="list-style-type: none"> <li>-Number, place value, addition and subtraction</li> <li>-Roman numerals, decimals</li> <li>-Mental multiplication and division, fractions and percentages</li> <li>-Geometry, data, area, perimeter and algebra</li> </ul>	<ul style="list-style-type: none"> <li>-Fractions and subtraction</li> <li>-Mental multiplication</li> <li>-Written division and ratio</li> <li>-Written multiplication and division</li> <li>-Time, line graphs and rate</li> <li>-Decimals and subtraction, patterns</li> </ul>
<b>English</b>	<p><b>Fiction :</b></p> <ul style="list-style-type: none"> <li>-The Willow Pattern Story by Allan Drummond</li> <li>-Chinese Fables: The Dragon Slayer and Other Timeless Tales of Wisdom</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>-Ready to write Y4: Pronouns</li> <li>Y5: Relative clauses</li> </ul>	<p><b>Fiction :</b></p> <ul style="list-style-type: none"> <li>-The Firework Maker's Daughter by Phillip Pullman</li> <li>-Tales from China by Cyril Birch</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>Y4:Fronted Adverbials</li> <li>Y5: Modal verbs and Adverbs</li> </ul>	<p><b>Non-Fiction :</b></p> <ul style="list-style-type: none"> <li>-Explorers: Amazing Tales of the World's Greatest Adventurers by Nellie Huang and Jessamy Hawke</li> <li>-Grand Canyon by Jason Chin</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>Y4: Apostrophes and Speech</li> <li>Y5: Parenthesis and Expanded nouns phrases</li> </ul>	<p><b>Fiction :</b></p> <ul style="list-style-type: none"> <li>-The Wild Robot by Peter Brown</li> </ul> <p><b>Narrative Writing; chapter writing</b></p> <p><b>Non-fiction :</b></p> <ul style="list-style-type: none"> <li>-The World Around Me (Look Closer) by Charlotte Guillain and Oliver Averill</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>Y4: Noun phrases and Suffixes 1</li> <li>Y5: Tenses</li> </ul>	<p><b>Fiction :</b></p> <ul style="list-style-type: none"> <li>- The Lost Thing by Shaun Tan</li> <li>-The Dark by Lemony Snickett</li> </ul> <p><b>Recount – Letter to Pete, retelling to events of 'The Lost Thing' from Shaun's POV.</b></p> <p><b>Character description; The Dark (Main Character)</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Y4: Standard English and Paragraphs</li> <li>Y5: Commas and Cohesion</li> </ul>	<p><b>Fiction :</b></p> <ul style="list-style-type: none"> <li>- The Dark by Lemony Snickett</li> <li>-The King Who Banned the Dark by Emily Haworth-Booth</li> </ul> <p><b>Narrative writing; descriptive piece of writing narratively telling certain key events from The Dark</b></p> <p><b>Persuasive writing; Should the Dark be Banned?</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Y4: Suffixes 2</li> <li>Y5: Cohesion, Prefixes and Suffixes</li> </ul>

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Science	<p><b>Properties and changes of states :</b></p> <ul style="list-style-type: none"> <li>- Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>-Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Sound :</b></p> <ul style="list-style-type: none"> <li>-Identify how sounds are made, associating some of them with something vibrating</li> <li>-Recognise that vibrations from sounds travel through a medium to the ear</li> <li>-Find patterns between the pitch of a sound and features of the object that produced it</li> <li>-Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>-Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Living things and their habitats :</b></p> <ul style="list-style-type: none"> <li>-Classification. recognise that living things can be grouped in a variety of ways</li> <li>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>-Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Animals including humans (Homo Sapians) :</b></p> <ul style="list-style-type: none"> <li>-Describe the simple functions of the basic parts of the digestive system in humans</li> <li>-Identify the different types of teeth in humans and their simple functions</li> <li>-Construct and interpret a variety of food chains, identifying producers, predators and Prey</li> </ul>	<p><b>Light and Shadow :</b></p> <ul style="list-style-type: none"> <li>-Recognise that they need light in order to see things and that dark is the absence of light</li> <li>-Notice that light is reflected from surfaces</li> <li>-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>-Find patterns in the way that the size of shadows change</li> </ul>	<p><b>Magnets :</b></p> <ul style="list-style-type: none"> <li>-Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-Observe how magnets attract or repel each other and attract some materials and not others</li> <li>-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>-Describe magnets as having two poles</li> <li>-Predict whether two magnets will attract or repel each other, depending on which way poles are facing.</li> </ul> <p><b>Electricity :</b></p> <ul style="list-style-type: none"> <li>-Identify common appliances that run on electricity</li> <li>-Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>-Identify whether or not a lamp will light in a simple series circuit,</li> </ul>
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						based on whether or not the lamp is part of 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
History	<p><b>The Shang Dynasty of Ancient China :</b>  <i>The achievements of the earliest civilizations; an overview of where and when the first civilizations appeared and a depth study on the period.</i></p> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>-Place events from the period studied on a timeline.</li> <li>-Use terms related to the period and begin to date events</li> <li>-Show knowledge and understanding of some of the main events, people and changes studied.</li> <li>-Begin to give a few reasons for and consequences of the main events and changes.</li> <li>-Explain why key events happened and why people in history acted as they did.</li> <li>-Ask and answer questions about the past.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Understand terms BC and AD</li> <li>-Understand history as a continuum with overlapping eras and themes.</li> <li>-Know and sequence different key events of time studied.</li> <li>-Relate current studies to previous studies and make comparisons to different times in history.</li> <li>-Compare accounts of events from different sources.</li> </ul>	<p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast aspects of the past with aspects of today.</li> <li>-Be aware of the social, cultural, religious and ethnic diversity of the society and the people studied.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast aspects of the past with aspects of today.</li> <li>-Be aware of the social, cultural, religious and ethnic diversity of the society and the people studied</li> </ul>				

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	<ul style="list-style-type: none"> <li>-Understand that language (either written or spoken) has changed over time and be able to distinguish past from present.</li> </ul>					
Computing	<p><b>Unit 5.1 : Coding Programs - 2Code</b></p> <ul style="list-style-type: none"> <li>-Review coding vocabulary</li> <li>-Use a sketch or storyboard to represent a program design and algorithm.</li> <li>-Use the design to create a program.</li> <li>-Design and write a program that simulates a physical system.</li> <li>-Review the use of number variables in 2Code.</li> <li>-Explore text variables.</li> <li>-Create a playable, competitive game.</li> <li>-Combine the use of variables, If/else statements and repeats to achieve the desired effect in code.</li> <li>-Read code so that it can be adapted, personalised and improved.</li> <li>-Explore the launch command and use buttons within a program that launch other</li> </ul>	<p><b>Unit 5.2 : Online safety.</b></p> <ul style="list-style-type: none"> <li>-Gain a greater understanding of the impact that sharing digital content can have.</li> <li>-Review sources of support when using technology.</li> <li>-Review children's responsibility to one another in their online behaviour.</li> <li>-Know how to maintain secure passwords.</li> <li>-Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</li> <li>-Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li> <li>-Learn about how to reference sources in their work</li> <li>-Search the Internet with a consideration for the reliability of the results of sources to check validity and</li> </ul>	<p><b>Unit 3.3 : Spreadsheets</b></p> <ul style="list-style-type: none"> <li>-Create pie charts and bar graphs.</li> <li>-Use the 'more than', 'less than' and 'equals' tools.</li> <li>-Introduce the Advanced Mode of 2Calculate and use coordinates.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Collect, analyse evaluate and present data and information</li> <li>-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</li> </ul>	<p><b>Unit 5.4 : Databases</b></p> <ul style="list-style-type: none"> <li>-Learn how to search for information in a database.</li> <li>-Contribute to a class database.</li> <li>-Create a database around a chosen topic.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Collect, analyse evaluate and present data and information</li> <li>-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</li> </ul>	<p><b>Unit 5.5 : Game Creator</b></p> <ul style="list-style-type: none"> <li>-Set the scene.</li> <li>-Create the game environment.</li> <li>-Create the game quest.</li> <li>-Finish and share the game</li> <li>-Evaluate their, and peers', games.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Collect, analyse evaluate and present data and information</li> <li>-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</li> </ul>	<p><b>Unit 5.6 : 3D Modelling Programs - 2Design and Make.</b></p> <ul style="list-style-type: none"> <li>-Explore the effect of moving points when designing.</li> <li>-Understand designing for a purpose.</li> <li>-Understand printing and making.</li> </ul> <p><b>Unit 5.7 : Concept Maps</b></p> <ul style="list-style-type: none"> <li>-Understand the need for visual representation when generating and discussing complex ideas.</li> <li>-Understand and use the correct vocabulary when creating a concept map.</li> <li>-Create a concept map.</li> <li>-Understand how a concept map can be used to retell stories and information.</li> <li>-Create a collaborative concept map and present this to an audience.</li> </ul>

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	<p>programs or open websites.</p> <ul style="list-style-type: none"> <li>-Create a program to inform others</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>-Use sequence, selection and repetition in programs.</li> <li>-Work with variables and various forms of input and output</li> <li>-Detect errors in algorithms and programs.</li> </ul>	<p>understand the impact of incorrect information.</p> <ul style="list-style-type: none"> <li>-Ensure reliability through using different methods of communication</li> </ul> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</li> <li>-Identify a range of ways to report concerns about content and contact</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Use search technologies effectively</li> <li>-Able to be discerning in evaluating digital content</li> <li>-Use technology safely, responsibly and securely.</li> </ul>				<p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Collect, analyse evaluate and present data and information</li> <li>-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</li> </ul>
<b>Art and Design</b>	<p><b>Drawing:</b></p> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>-Draw people and faces proportionately</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Independently select appropriate drawing tools for specific effect</li> <li>-Continue using a sourcebook to inform their work</li> <li>-Continue annotating their work with thoughts, feelings and their ideas throughout the whole process (showing deeper insight)</li> </ul>	<p><b>Printing:</b></p> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Experiment with different materials to make printing blocks</li> <li>-Select surfaces for effect</li> <li>-Make prints with 2 or more colours and/or mixed media effects</li> <li>Make effective use of repeating patterns</li> <li>-If choosing printing, show understanding of the process involved and verbally explain or annotate the effect they expect</li> </ul>		<p><b>Painting:</b></p> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Sketch lightly before painting</li> <li>-Select colours for moods or feelings</li> <li>-Develop own style of painting</li> <li>-Paintings convey their purpose</li> <li>Identify primary, secondary, complimentary and contrasting colours</li> <li>-Use powder paint, ready mix, watercolours, watercolour pencils and acrylic paint</li> <li>-Have the opportunity for supervised use of oil paints (able pupils ) and the texture they can represent</li> </ul>		

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	<ul style="list-style-type: none"> <li>-Use shading to add form to drawings (showing depth and dimension, shadows, texture and reflections)</li> <li>-Develop own style of drawing</li> <li>-Begin to use simple perspective using a focus point and the horizon</li> <li>-Continue using view finders to assist composition</li> </ul> <p><b>3D:</b></p> <p><b>Y4:</b></p> <ul style="list-style-type: none"> <li>-Make nets of shapes to create recognisable forms, e.g. cubes, cuboids, cones. Join these together to create abstract forms</li> <li>-3-D work has a well thought out purpose, planned and designed from observation or imagination</li> <li>-Use papier mache to create a simple 3-D object</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Continue using a variety of tools and techniques for sculpting in papier mache</li> <li>-3-D on a range of scales communicate observations from the real or natural world</li> </ul>	<p><b>Topic specific 3D art skill:</b></p> <ul style="list-style-type: none"> <li>-Explore paper techniques such as pop-up books and origami</li> </ul>	<p><b>Artist focus:</b> Salvador Dali and John Klassen</p>
Design Technology	<p><b>Structures :</b> <i>Earthquake proof buildings and Shell structures</i></p> <ul style="list-style-type: none"> <li>-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.</li> <li>-Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>-Select from and use a wider range of materials and components, including construction materials, textiles and</li> </ul>	<p><b>Food :</b> <i>Healthy and varied diet</i></p> <ul style="list-style-type: none"> <li>-Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities</li> <li>-Understand and apply the principles of a healthy and varied diet</li> <li>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>-Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>-Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<p><b>Pulley systems :</b> <i>Creating shadow puppets and mini theatre</i></p> <ul style="list-style-type: none"> <li>-Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>-Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>-Understand and use mechanical systems in their products</li> <li>-Measure, mark out, cut and shape materials and components with some accuracy</li> <li>-Assemble, join and combine materials and components with some accuracy</li> <li>-Apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>

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<p>ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> <li>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>-Gather information about the needs and wants of particular individuals and groups</li> <li>-Develop their own design criteria and use these to inform their ideas</li> <li>-Generate realistic ideas, focusing on the needs of the user</li> <li>-Make design decisions that take account of the availability of resources</li> <li>-Refer to their design criteria as they design and make</li> <li>-Use their design criteria to evaluate their completed products</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Understand how to make strong, stiff shell structures</li> <li>-Understand how to reinforce and strengthen a 3D framework</li> <li>-Carry out research, using web-based resources</li> <li>-Develop a simple design specification to guide their thinking</li> <li>-Produce appropriate lists of tools, equipment and materials that they need</li> <li>-Formulate step-by-step plans as a guide to making</li> </ul> <p><b>Food:</b> <i>Celebrating culture (China)</i></p> <ul style="list-style-type: none"> <li>-Understand and apply the principles of a healthy and varied diet</li> <li>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>-Understand that food ingredients can be fresh, pre-cooked and processed</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that food ingredients can be fresh, pre-cooked and processed</li> <li>-Understand that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in The Eatwell plate</li> <li>-Understand that to be active and healthy, food is needed to provide energy for the body</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Understand that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>-Understand that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul> <p><b>Mechanical systems :</b> <i>Levers and linkages</i></p> <ul style="list-style-type: none"> <li>-Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>-Understand how mechanical systems such as levers and linkages create movement</li> </ul>	<ul style="list-style-type: none"> <li>-Refer to their design criteria as they design and make</li> <li>-Use their design criteria to evaluate their completed products</li> <li>-Understand how mechanical systems such as levers and linkages or pneumatic systems create movement</li> </ul> <p><b>Electrical systems :</b> <i>Simple circuits and switches</i></p> <ul style="list-style-type: none"> <li>-Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs – via science teaching]</li> <li>Understand how simple electrical circuits and components can be used to create functional products (via science)</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Carry out research, using web-based resources</li> <li>-Develop a simple design specification to guide their thinking</li> <li>-Produce appropriate lists of tools, equipment and materials that they need</li> </ul>
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	<p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Understand that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>-Understand that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul>		
<b>Geography</b>	<p><b>Human and Physical Geography :</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>-Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Map Skills :</b></p> <ul style="list-style-type: none"> <li>-Locate some of the world's countries and major cities, environmental regions, physical and human characteristics linked to topics.</li> <li>-Name and locate the key topographical features (hills, mountains, coasts and rivers).</li> <li>-Understand how countries have changed over time.</li> <li>-Begin to draw sketch maps or areas studied.</li> <li>-Understand the significance of longitude and latitude Greenwich meridian and time zones.</li> <li>-Read maps using keys and coordinates.</li> <li>-Use digital technology (e.g. Google maps)</li> </ul>	<p><b>Local Geography :</b> <i>Study a region of the UK</i></p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences</li> <li>-Study both human and physical geography</li> <li>-Read maps using keys and coordinates.</li> <li>-Use digital technology (e.g. Google maps)</li> <li>-Have locational knowledge, place knowledge, geographical skills (UK geography)</li> <li>-Understand physical geography,</li> </ul>
<b>Music</b>	<p><b>World Unite : Performance</b></p> <ul style="list-style-type: none"> <li>-Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>-Sing and play musically with increasing confidence and control</li> <li>-Develop an understanding of musical composition, organising and manipulating ideas within musical structures and</li> </ul> <p><b>Journey : Song cycles</b></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-Explore structure, texture, and pitch</li> <li>-Use technology appropriately</li> <li>-Understand and explore how music is communicated</li> <li>-Create small group pieces, in which the various ensemble</li> </ul>	<p><b>Culture :</b></p> <ul style="list-style-type: none"> <li>-Develop an understanding of the history of music</li> <li>-Perform cultural song</li> <li>-Use a variety of instruments to perform alongside</li> <li>-Know and be able to identify the sounds of instruments from a range of cultures.</li> </ul> <p><b>Y5:</b></p> <ul style="list-style-type: none"> <li>-Experience and respond to music from a range of times and cultures and know the purposes behind these</li> </ul>	<p><b>Growth : Street dance</b></p> <ul style="list-style-type: none"> <li>-Perform and listen to music, including the works of the great composers</li> <li>-Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts</li> <li>-Sing and play musically with increasing confidence and control</li> <li>-Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers</li> <li>-Improvise and compose music for a range of purposes using the</li> </ul> <p><b>Moving on : Performance</b></p> <ul style="list-style-type: none"> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>-Explore pitch, structure, duration, and appropriate musical notations</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

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	<p>reproducing sounds from aural memory            -Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble. i.e. layered compositions, playing own rhythm alongside other rhythms that fit but are not unison</p>	<p>members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble i.e. layered compositions, playing own rhythm alongside other rhythms that fit but are not unison</p>		<p>accuracy, fluency, control, and expression            -Extend musical terminology, to include duration and texture.            -Identify how the different layers within a piece of music can affect the mood for the listener            -Value silence!            Understand it is used with intention by composers.            -Explain how the composition has been structured/how the parts fit together.            -At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison.            -At a competent level, vary the parts being performed, whilst ensuring they fit together "as a whole".</p> <p><b>Y5:</b>            Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble.</p> <p>-At a competent level, vary the parts being performed, whilst ensuring they fit together "as a whole"</p>	<p>inter-related dimensions of music            -Explain how the composition has been structured/how the parts fit together.            -At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison.            -At a competent level, vary the parts being performed, whilst ensuring they fit together "as a whole".</p> <p><b>Y5:</b>            Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble.            -Understand and explain how the composition has been structured/how the parts fit together</p>	<p>-Understand and explore how music is created, produced and communicated            -Explain how the composition has been structured/how the parts fit together.            -At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison.            -At a competent level, vary the parts being performed, whilst ensuring they fit together "as a whole".</p> <p><b>Y5:</b>            -Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble.            -Understand and explain how the composition has been structured/how the parts fit together</p>
<b>Religious Education</b>	<b>Islam:</b> -The importance of Muhammad	<b>The Bible and Christmas</b>	<b>Sacred Texts</b>	<b>Religious Buildings</b>	<b>Community</b>	<b>Islam:</b> -The Qur'an

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P.S.H.E	<b>Relationships</b>  <b>Families and friendships :</b> -Positive friendships, including online  <b>Safe relationships :</b> -Responding to hurtful behaviour -Managing confidentiality -Recognising risks online  <b>Respecting ourselves and others :</b> -Respecting differences and similarities -Discussing difference sensitively	<b>Living in the wider world</b>  <b>Belonging to a community :</b> -What makes a community -Shared responsibilities  <b>Media literacy and digital resilience :</b> -How data is shared and used  <b>Money and work :</b> -Making decisions about money -Using and keeping money safe	<b>Health and Wellbeing</b>  <b>Physical health and Mental wellbeing :</b> -Maintaining a balanced lifestyle -Oral hygiene and dental care  <b>Growing and changing :</b> -Physical and emotional changes in puberty -External genitalia -Personal hygiene routines -Support with puberty  <b>Keeping safe :</b> -Medicines and household products -Drugs common to everyday life			
P.E	<b>SAQ</b>  <b>Games (Complete PE):</b> -Volleyball	<b>Dance (Complete PE)</b>	<b>Gymnastics (Complete PE):</b> -Lifting body parts high.  <b>Swimming:</b> -For those who cannot swim 25m	<b>Swimming:</b> -For those who cannot swim 25m  <b>OAA (Complete PE):</b> -Problem solving -Orienteering	<b>Athletics (Complete PE)</b>	<b>Games (Complete PE):</b> -Cricket -Rounders
MFL (French)	<b>Unit 1 :</b> <i>Greetings and name</i> <i>Family Unit</i> <i>Numbers 0-12</i>  -Listen and respond to simple songs -Listen attentively -Repeat words and phrases modelled by the teacher -Knowledge of other cultures. -Experiment with the writing of simple words -Perform simple communicative tasks	<b>Unit 1 :</b> <i>Age</i>  -Recognise and respond to words – listen with care, speak clearly and confidently. -Perform simple communicative tasks using short sentences – ask and answer questions -Recognise question forms -Practice new language with a friend.	<b>Unit 2 :</b> <i>Numbers 11-20</i> <i>Favourite playground games</i>  -Recognise and respond to sound patterns and words – listen with care – speak clearly and confidently. -Listen attentively – repeat words modelled by the teacher -Imitate pronunciation of sounds -Identify specific phonemes	<b>Unit 3 :</b> <i>Look at me</i> <i>Happy Birthday</i> <i>Come to my party</i>  -Listen attentively -Repeat phrases modelled by the teacher -Use physical response, mime and gesture to convey meaning and show understanding. -Recognise some familiar words in written form -Understand words displayed in the classroom	<b>Unit 3</b> <i>Party games</i> <i>Body Parts</i> <i>Colours</i>  -Listen and respond to songs -Sing songs -Listen attentively -Repeat words and phrases modelled by the teacher -Remember a sequence of spoken words -Use gesture to show understanding -Use physical response to show understanding	<b>Unit 4</b> <i>Monsters</i> <i>My Monster</i>  -Hear main word classes -Notice the spelling of familiar words -Compare the language with English -Recognise and respond to words -Listen with care -Listen attentively -Remember a sequence of spoken words -Identify specific words

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	<ul style="list-style-type: none"> <li>-Recognise some familiar words in written form</li> <li>-Listen and respond to simple songs</li> <li>-Listen attentively – repeat words modelled by the teacher</li> <li>-Imitate pronunciation of sounds.</li> <li>-Look at the face of the person speaking and listen attentively</li> <li>-Use gestures to show they understand.</li> <li>-Use actions to aid memorisation</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the face of the person speaking and listen attentively</li> <li><b>Unit 2:</b> <i>Learning Le Navet Enorme</i></li> <li>-Listen attentively – repeat words and phrases modelled by the teacher</li> <li>-Imitate pronunciation of sounds</li> <li>-Hear main word classes</li> <li>-Recognise that languages describe familiar things differently</li> <li>-Recognition of gender – masculine and feminine nouns</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Listen and respond to simple stories – join in with storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how sounds are presented in written form.</li> <li>-Perform simple communicative tasks <ul style="list-style-type: none"> <li>- answer questions</li> <li>- Make links between some phonemes, rhymes and spellings</li> <li>- pronounce accurately the most commonly used letter strings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Imitate pronunciation of sounds</li> <li>-Use gestures to show they understand</li> <li>-Compare the language with English</li> <li>-Listen and respond to songs – sing songs</li> <li>-Recognise and respond to sound patterns and words</li> <li>-Listen with care</li> <li>-Identify social conventions at home and in other cultures (celebrations)</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Experiment with the writing of simple words.</li> <li>-Write simple, familiar words using a model</li> </ul>	<ul style="list-style-type: none"> <li>-Imitate pronunciation of sounds.</li> <li>-Use actions and rhymes to aid memorisation</li> <li>-Recognise and respond to sound patterns and words</li> <li>-Listen with care</li> <li>-Identify social conventions at home and in other cultures (celebrations)</li> <li>-Perform simple communicative tasks</li> <li>-recall, retain and use vocabulary</li> <li>-Recognise some familiar words in written form</li> <li>-Perform simple communicative tasks using single words</li> </ul>	
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