

Box CE VC Primary School

Curriculum Map – Year 4 & 5

Subject	Yr	Autumn Term (terms 1 & 2)		Spring Term (terms 3 & 4)		Summer Term (terms 5 & 6)	
Topic	A	Romans		Forces and magnets (Feel the Force)		North America <i>Global Citizenship/ Sustainability</i>	
	B	Invaders and Settlers		Around the World		The Natural World <i>Biodiversity</i>	
English Writing framework Overview Poetry Spelling	A	Reading Text(s): Darwin's Dragons by Lindsay Galvin Escape from Pompeii Fiction: Narrative: Myth/legend writing Non-Fiction: Non-chronological report (comparative)	Reading Text(s): Darwin's Dragons by Lindsay Galvin Roman Quests Fiction: Narrative: Adventure suspense story Non-Fiction: Discussion/debate Poetry: Free verse poems (personification)	Reading Text(s): Tom's Midnight Garden Tin by Padraig Kenny Fiction: Narrative: Non-linear Non-Fiction: Persuasion - letter Poetry: Haiku poems	Reading Text(s): Tom's Midnight Garden Fiction: Narrative: Author style Non-Fiction: Explanation	Reading Text(s): The Explorer By Katherine Rundell Fiction: Narrative: Tall tales/ foreshadowing Non-Fiction: Non-chronological report Poetry: Kenning poems	Reading Text(s): The Explorer By Katherine Rundell Fiction: Narrative: Alternative character view points Non-Fiction: Recount: biography
	B	Reading Text(s): Malamander Fiction: Narrative: Myth/legend story Non-Fiction: Recount: biography	Reading Text(s): Viking Boy Fiction: Narrative: Historical adventure with suspense Non-Fiction: Balance Poetry: Free verse	Reading Text(s): Kensukes Kingdom by Michael Morpurgo Fiction: Narrative: Author style - narrative diary Non-Fiction: Persuasion - letter	Reading Text(s): The Nowhere Emporium Fiction: Narrative: Alternative character view points Non-Fiction: Explanation Poetry: Kennings	Reading Text(s): Mightnight Guardians by Ross Montgomery Fiction: Narrative: Non-linear stories (flashback) Non-Fiction: Non-chronological report Poetry: Haiku	Reading Text(s): Jungle Drop by Abi Elphinstone Fiction: Narrative: writing with humour Non-Fiction: Recount - news (formal)
Maths	Year 4 and 5	Terms 1 and 2 Place value to 1, 000, 000 Column addition and subtraction Negative numbers Roman Numerals Measure length and perimeter Measure angles Regular and irregular polygons		Terms 3 and 4 Multiply and divide by 10 and 100 Multiples and factors Area Multiply up to a 3 digit number by a 2 digit number Divide up to a 4 digit number by a 1 digit number		Terms 5 and 6 Subtract fractions Fractions as amounts Understand decimals- tenths, hundredths and thousandths Calculate with decimals Converting units Time	

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				Understand fractions- proper and improper fractions, mixed numbers and equivalent fractions Add fractions	Translation on a grid Symmetry		
Science	A	Animals including humans		Forces and magnets	Properties and changes in materials		
	B	Electricity and light		Earth and space	Plants and living things and their habitats Forensic understanding		
DT	A	Mechanisms Pop up books		Structures Bridges	Cooking and nutrition Developing a recipe		
	B	Electrical systems Doodlers		Textiles Stuffed toys	Digital world Monitoring devices		
Computing	A	Year 5 systems and searching		Year 5 Video production	Year 5 Selection in quizzes		
	B	Year 5 Introduction to vector graphics		Year 6 Variables in games	Year 5 Flat file data bases		
Online Safety Progression and coverage	A	Managing online information I can evaluate digital content and explain how to make choices about what is trustworthy e.g. differentiating between adverts and search engines.	Privacy and security I can explain what a strong password is and demonstrate how to create one.	Safer Internet Day	Online relationships I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.	Online bullying I can explain that anyone can get help if they are being bullied online and identify when to tell a trusted adult.	Online relationships I can give examples of technology- specific forms of communication (e.g. emojis, memes and GIFS).

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	B	<u>Managing online information:</u> I can describe ways of identifying when online content has been commercially sponsored or boosted.	<u>Privacy and security</u> I can explain what app permissions are and can give some examples.	<u>Safer Internet Day</u>	<u>Managing online information</u> I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	<u>Online bullying</u> I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	<u>Online relationships</u> I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).
History	A	<u>What was the impact of the Romans on Britain?</u> History and Geography unit					
	B	<u>How did the Anglo Saxons and Vikings develop their settlements?</u> History and Geography Unit					
Geography	A	<u>What was the impact of the Romans on Britain?</u> History and Geography unit		<u>Human and physical/map skills</u> Collins - How do volcanoes affect the lives of people living on Hiemaey?		<u>What is the sunshine state really like?</u>	
	B	<u>How did the Anglo Saxons and Vikings develop their settlements?</u> History and Geography Unit		<u>How can we travel around the world using maps?</u>		Collins - Why are mountains so important?	
Art and Design	A	Y5 I need Space		Y4 Light and Dark		Y5 Interactive Installation	
	B	Y5 Portraits		Y5 I need Space		Y5 Architecture	
Music	A						
	B						
PE	A	Games - Football Games - RealPE - Year 4: Unit 1	Gymnastics - Rolling VS Games - RealPE Year 4: Unit 2:	Dance- Viking Dance Games - RealPE - Year 4: Unit 3	Games - RealPE - Year 5/6: Unit 4 Games - Handball	Games - Yr 4/6 Cricket Sports Day Practice Athletics -running/	Games - Tag rugby - TOPS Tag Rugby Yr 4/6 Rounders Swimming Y5s

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						jumping/ throwing skills Swimming Y5s	
	B	Games - RealPE - Year 5/6: Unit 1 Hockey Games- RealPE Year 4: Unit 1	Games - RealPE - Year 5/6: Unit 2 Dance - Roman Dance Games - RealPE -Year 4: Unit 2	Games - RealPE - Year 5: Unit 3 Gymnastics - Bridges VS - Games - Real RealPE - Year 4: Unit 3	Games - RealPE Year 5/6 :Unit 4 Games - Larosse	Games - Yr 4/6 Cricket Sports Day Practice Athletics -running/ jumping/ throwing skills Swimming Y5s	Games - Netball TOPS Netball Yr 4/6 Rounders Swimming Y5s
Religion and Worldviews	A		NATRE Y5 Unit 31 What does it mean if Christians believe God is holy and loving? (God) Christianity	Interfaith Week (Thematic)	NATRE Y4 Unit 26 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God) Christianity	NATRE Y4 Unit 27 What do Hindus believe God is like? Hinduism	NATRE Y4 Unit 25 What kind of world did Jesus want? (Gospel) Christianity
	B	NATRE Y5 Unit 33 Why is the Torah so important to Jewish people? Judaism	NATRE Y5 Unit 35 How can following God bring freedom and justice? (People of God) Christianity	Interfaith Week (Thematic)	NATRE Y4 Unit 28 Why do Christians call the day Jesus died 'Good Friday?' (Salvation) Christianity	NATRE Y4 Unit 29 What does it mean to be a Hindu in Britain today? Hinduism	NATRE Y5 Unit 32 What does it mean to be a Muslim in Britain today? Islam <u>Trip to Mosque</u>

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PSHE	A	Valuing Difference 4- What would I do?	Being My Best Y5	Valuing Difference 4- That is such a stereotype	Growing and Changing Y4	Valuing Difference 6- We have more in common than not	Keeping Myself Safe Y5
	B	Valuing Difference 4- The People we share our world with	Me and My Relationships Y5	Valuing Difference 5- Happy being me	Growing and Changing Y5	Valuing Difference 5- The land of red people	Rights and Responsibilities Y5
French	A	Stage 3 /Unit 1 Bon appétit, bonne santé (Healthy eating)	Stage 3 /Unit 1 Bon appétit, bonne santé (Healthy eating)	Stage 3 /Unit 3 En route pour l'école (On the way to school)	Stage 3 /Unit 3 En route pour l'école (On the way to school)	Stage 3 /Unit 4 Scène de plage (Beach scene)	Stage 3 /Unit 4 Scène de plage (Beach scene)
	B	Stage 2 Unit 1: On y va! (All aboard!)	Stage 2 Unit 1: On y va! (All aboard!)	Stage 2 Unit 2: L'argent de poche (Pocket money)	Stage 2 Unit 2: L'argent de poche (Pocket money)	Stage 2 Unit 4: Vive le sport! (Our sporting lives)	Stage 2 Unit 4: Vive le sport! (Our sporting lives)
School Garden		BBB (Bee and Butterfly Border) mulch with compost if available. Dig over deep beds.		BBB sow annuals (or get Oak class to) in greenhouse. Keep bed weed free. Sow veg seeds, direct or in the greenhouse.		BBB keep weed free. Stake perennials. Look after veg in deep beds, harvest and keep weed free.	
Values	A	Responsibility	Sharing (Generosity)	Trust	Forgiveness	Wisdom	Courage
	B	Perseverance	Peace	Truthfulness	Thankfulness	Compassion	Friendship

Schemes of work:

- **Phonics** - Unlocking Letters and Sounds
- **Writing genres** - Alan Peat: Writing Exciting Sentences, The Ultimate Guide to Non-Fiction Writing, 50 Ways to retell a Story
- **Spelling** -Spelling Shed
- **Grammar and punctuation** - Alan Peat: Writing Exciting Sentences
- **Reading** - Chris Such
- **Maths** - White Rose, NCETM and Ready to Progress Wiltshire mastery documents, Nrich, TT Rock Stars, Mastering Number

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- **Science** - Kent Science Scheme of Work
- **Design Technology** - Kapow
- **Art** - Kapow
- **Computing** - Teach Computing STEM scheme, Project Evolve
- **Geography** - Geographical Association, Collins
- **History** - History Association, Key Stage History
- **Music** - Sounds of Music
- **PE** - REAL PE, Val Sabin and LCP
- **PSHE** - SCARF
- **RE** - RE Today