

Year 4 2022/23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Cinnamon – fiction (links to geography – India, PSHE – friendship)</p> <p><u>Prior learning (year 3)</u> The children will have previously developed their knowledge of using inference to think about what is happening in a text.</p> <p><u>Knowledge</u> The children will develop their understanding of emotive language in a dairy entry. They will also learn about limericks and other forms of poetry.</p> <p><u>Skills</u> The children will learn how to use the first two or three letters of a word to check its spelling in a dictionary. They will use abstract nouns, adjectives and personification to express emotion, as well as using modifying adjectives, nouns and prepositions in expanded noun phrases.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> emotive language, emotion, diary entry, limerick, poetry, dictionary, abstract nouns, adjectives, personification</p> <p>In Year 5, the children will continue to develop their use of inference to be able to infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Weslandia – non-fiction (link to PSHE – bullying, difference)</p> <p><u>Prior learning (year 3)</u> The children will have learnt how to create and use noun phrases and fronted adverbials.</p> <p><u>Knowledge</u> The children will learn about non-chronological reports and their features.</p> <p><u>Skills</u> The children will develop their ability to write a non-chronological report using literary devices they have previously learnt. They will develop their use of paragraphs to organise their writing. They will also develop their ability to make predictions about a text and continue to learn about verb inflections.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> non-chronological report, paragraphs, organise, prediction, noun phrases, fronted adverbials, relative clauses, pronoun, determiner, adjective, adverb, conjunction, personification</p> <p>In Year 5, they will then indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs.</p>	<p>Tar Beach – fiction (links to DT – Textiles)</p> <p><u>Prior learning (year 3)</u> The children have previously learnt how to punctuate direct speech and how to use adjectives and adverbs to describe characters.</p> <p><u>Knowledge</u> The children will begin to learn about themes in books and explore the theme of freedom in this text.</p> <p><u>Skills</u> The children will learn how to use possessive apostrophes for regular and irregular plurals. They will use the structure of the story to write their own version.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> theme, idea, possession, belong, possessive apostrophe, singular, plural, regular plural, irregular plural, script, stage directions.</p> <p>In Year 5, the children will continue to develop their use of plurals to be used with increasing accuracy.</p>	<p>The Story of Tutankhamun</p> <p><u>Prior learning (year 3)</u> The children will use their knowledge of conjunctions to express time, place.</p> <p><u>Knowledge</u> The children are going to learn about biographies and how these are written.</p> <p><u>Skills</u> The children will develop their non-fiction writing, including non-chronological reports and newspaper reports and use these to write their own biography about Tutankhamun. They will continue to develop their use of conjunctions, adverbs and prepositions to express time, cause and place, as well as using present perfect tense verbs. The children will also develop their editing skills to enable them to improve their writing,</p> <p><u>Key vocabulary (new vocabulary in bold)</u> time, place, cause, adverbs, prepositions, present perfect tense, non-chronological report, newspaper report, biography, paragraph, sub-headings, draft, edit, improve</p> <p>In Year 5, children will build on this to use devices to build cohesion within a paragraph, continuing to develop their ability to edit and improve their work through the drafting process.</p>	<p>Varmints – non-fiction (link to science – habitats, lifecycles, environments)</p> <p><u>Prior learning (year 3)</u> The children will recap word classes and use these to create setting descriptions. They will also revisit writing in the first person to retell the story from the main character's point of view.</p> <p><u>Knowledge</u> The children will learn about how fiction and non-fiction texts can be linked and how stories can be used to express a message.</p> <p><u>Skills</u> The children will continue to organise their writing using paragraphs. They will also use headings and sub-headings in non-fiction writing. The children will develop their use of commas to allow them to clarify meaning and avoid ambiguity</p> <p><u>Key vocabulary (new vocabulary in bold)</u> fiction, non-fiction, paragraphs, organise, ideas, themes, heading, sub-heading, commas, point of view, character, retell.</p> <p>In Year 5, the children will build on this to use brackets, dashes or commas.</p>	<p>Jabberwocky (<i>Poetry</i>)</p> <p><u>Prior learning (year 3)</u> The children will have previously looked at poems and their features.</p> <p><u>Knowledge</u> The children will develop their knowledge of etymology and morphology to help them create their own nonsense verse.</p> <p><u>Skills</u> The children will develop their performance skills to deliver a clear and engaging performance of the poem.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> perform, nonsense, verse, stanza, etymology, morphology, performance</p> <p>In Year 5, children will continue to explore a variety of poetry. They will also continue to develop their use of spoken language to deliver a performance.</p> <p>End of Year Production</p> <p><u>Prior learning (year 3)</u> The children will have performed small pieces in front of their class as well as taking part in a Christmas animation that was produced and shared with parents.</p> <p><u>Knowledge</u> The children will develop their understanding of performance and what is required to make it a successful performance, considering the needs of the audience.</p> <p><u>Skills</u> The children will develop their spoken language and performance skills to perform to others, projecting their voices and express emotions using tone and body language.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> performance, audience, projection, express, emotion, tone, body language, facial expression, meaning.</p> <p>In Year 5 the children will continue to develop their ability to show understanding through intonation, tone and volume.</p>
Maths	<p>Number – Place Value</p> <p><u>Prior learning (year 3)</u> Children have learnt about the place value of numbers within 1000</p> <p>The children will move on to use numbers to 10,000. They will represent and order numbers using a number line, including</p>	<p>Measure – Area</p> <p><u>Prior learning (year 3)</u> Children have learnt how to measure using rulers and measuring in cm, m.</p> <p>Children will understand that area is the amount of space taken up by a 2D shape or surface and is measured in squares.</p>	<p>Number – Multiplication and Division</p> <p><u>Prior learning (year 3)</u> The children have previously learnt their times table up to the 10 times table.</p> <p>The apply their multiplication and division skills to the secure the 11 and 12 times table. They will understand factor pairs</p>	<p>Number – Fractions</p> <p><u>Prior learning (year 3)</u> The children have previously learnt about unit and non-unit fractions and the role of the numerator and denominator.</p> <p>The children will learn to count in fractions, including tenths and recognise</p>	<p>Number – Decimals</p> <p><u>Prior learning (year 2 and 3)</u> The children have learnt their number bonds to 10 and 100.</p> <p>The children will learn how to write, compare, order and round decimals. Children will be able to write half, quarter</p>	<p>Geometry – Shape</p> <p><u>Prior learning (year 3)</u> The children have learnt about right angles and parallel and perpendicular lines.</p> <p>The children will learn how to classify different quadrilaterals and triangles. They will learn about acute and obtuse</p>

	<p>negative numbers and understand how to round to the nearest 10, 100 and 1000. Children will know how to count in 25s They will find and 1000 more or less. They will compare our place value system with the Roman additive system.</p> <p>Key vocabulary Tenths, hundredths Decimal (places) Round (to nearest) Thousand more/less than Negative integers Roman numerals (I to C)</p> <p>In Year 5, this will be built on when the children learn about numbers to 1,000,000</p> <p>Number - Addition and Subtraction</p> <p><u>Prior learning (year 3)</u> The children have learnt how to add and subtract numbers up to 3-digit numbers.</p> <p>The children will go on to apply this with 1000s. Children will initially focus on securing their understanding of formal methods of addition and subtraction for 4 digit numbers. They will use estimation to predict and check their answers, including problems with more than one step.</p> <p>Key Vocabulary Addition, add, more, sum, total, altogether, double, near double, half, halve, ten more/less, one hundred more/, subtract, take away, how many are left/left over? how many fewer is ... than ...? how much less is ...? difference, between, equals, the same as, number bonds/pairs/facts missing number tens boundary, hundreds boundary inverse</p> <p>In Year 5, this will then be used to enable the children to add and subtract larger numbers with 4 or more digits.</p>	<p>They will measure and compare areas of rectilinear shapes and explore the most efficient of method of counting squares.</p> <p>Key Vocabulary Area, space, squares, measure, surface, rectilinear</p> <p>In Year 5, they will build on this to calculate and compare the area of rectangles using standard units, square centimetre and square metres and estimate the area of irregular shapes.</p> <p>Number – Multiplication and Division</p> <p><u>Prior learning (year 2 and 3)</u> The children have previously learnt their 2, 5, 10, 3, 4 and 8 times table.</p> <p>The children will apply their multiplication and division skills to the secure the 6, 7, and 9 times table. They will understand how to multiply and divide by 10 and 100.</p> <p>Key Vocabulary Multiplication, multiply multiplied by, multiple, factor groups, times, product, three times ... ten times, repeated addition, division, dividing, divide, divided by, remainder, grouping, sharing, share, share equally, array row, column multiplication fact, division fact, inverse</p> <p>In Year 5, the children will identify multiples and factors.</p>	<p>and use efficient and written methods of multiplication to multiply and divide 2 and 3 digit numbers.</p> <p>Key Vocabulary Multiplication, multiply multiplied by, multiple, factor groups, times, product, three times ... ten times, repeated addition, division, dividing, divide, divided by, remainder, grouping, sharing, share, share equally, array row, column multiplication fact, division fact, inverse</p> <p>In Year 5, they will then multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.</p> <p>Measure – Length and Perimeter</p> <p><u>Prior learning (year 3)</u> The children have learnt about equivalent measurements using cm and mm.They have also learnt how to calculate the perimeter.</p> <p>The children will learn about m and km including how to add and subtract length. They will build on their understanding of how to measure perimeters and recognise how to measure the perimeter of a rectangle and rectilinear shapes, including using a grid.</p> <p>Key Vocabulary Measure, accurately, length, width, height, perimeter, cm, mm, m,</p> <p>In Year 5, the children will measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>equivalent fractions and fractions greater than 1. They will add and subtract fractions and calculate fractions of a quantity.</p> <p>Key Vocabulary Fraction, equivalent fraction, mixed number, numerator, denominator equal, part, equal grouping, equal sharing, parts of a whole, half, two halves, one of two equal parts, quarter, two quarters, three quarters, one of four equal parts, one third, two thirds one of three equal parts, sixths, sevenths, eighths, tenths ... hundredths</p> <p>In Year 5, they will go on to multiply fractions and recognise and use thousandths.</p> <p>Number – Decimals</p> <p><u>Prior learning (year 3)</u> The children have previously learnt about tenths as decimals and fractions.</p> <p>and hundredths and see the relationships between 1/10 and 0.1. and 1/100 and 0.01. They will read and represent tenths and hundredths on a place value grid and number line and link to mm and cm. They will divide 1 and 2 digit numbers by 10 and 100.</p> <p>Key Vocabulary decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion</p> <p>In Year 5, the children will solve problems involving number up to three decimal places</p>	<p>and three quarters as decimals using their knowledge of equivalent fractions.</p> <p>Key Vocabulary decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion</p> <p>In Year 5, the children will then learn about how percentages relate to 'number of parts per hundred'.</p> <p>Measure – Money</p> <p><u>Prior learning (year 3)</u> The children have learnt how to estimate, convert into pounds and pence, and subtract money</p> <p>Children will use decimal notation for money, in order to order money. They will estimate, compare and calculate using pounds and pence.</p> <p>Key Vocabulary Pounds, pence, decimal, amount, change, order,</p> <p>In Year 5, the children will use their knowledge of money to solve problems using the four operations.</p> <p>Measure – Time <u>Prior learning (year 3)</u> The children have learnt how to tell the time to 5 and 1 minutes, and how to use a.m. and p.m and 24 clocks.</p> <p>Children will learn how to convert between different units of time, including the 12 and 24hour clock.</p> <p>Key Vocabulary time, clock, measure, hours, minutes, seconds, 12 hour clock, 24 hour clock, later, earlier,</p> <p>In Year 5, they will then use this to solve problems involving converting between units of time.</p>	<p>angles, ordering and comparing them, and they will develop their ability to identify lines of symmetry in 2-D shapes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> shape, pattern, flat, line curved, straight round, angle, acute, obtuse, degrees, polygon, quadrilateral, rhombus, trapezium, parallelogram, scalene, isosceles, right-angle triangle, symmetry, symmetrical.</p> <p>In Year 5, the children distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Statistics</p> <p><u>Prior learning (year 3)</u> The children have learnt to interpret and present data using bar charts, pictograms and tables.</p> <p>The children will learn to interpret charts, solve comparison, sum and difference problems using discrete data with a range of scales and use their knowledge of sales to read and create their own graphs to represent continuous data.</p> <p>Key Vocabulary count, tally, sort, vote survey, questionnaire, data graph, block graph, pictogram represent, group, set, list, table, chart, bar chart, frequency, table, Carroll diagram, Venn diagram label, title, axis, axes diagram, most popular, most common, least popular, least common</p> <p>In Year 5, they will solve comparison, sum and difference problems using</p> <p>Geometry – Position and Direction</p> <p><u>Prior learning (year 3)</u> The children have learnt how to use mathematical vocabulary to describe position, direction and movement.</p> <p>The children will learn to describe positions on a grid using co-ordinates. They will also learn to describe movements between positions as translations.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> position, direction, plot, x axis, y axis, co-ordinates, movement, translations</p> <p>In Year 5, the children will identify angles at a point and one whole turn. They will also identify, describe and represent the position of a shape following a reflection or translation.</p>
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Science	<p>Animals including humans (links to Food and Nutrition in DT)</p> <p><u>Prior learning (year 3)</u> The children have learnt about different types of skeletons, and how muscles support the skeleton.</p> <p><u>Knowledge</u> The children will learn about the simple functions of the basic parts of the digestive system and identify the different types of teeth in humans. They will also construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><u>Skills</u> The children will learn how to draw a food chain. They will also develop their labelling skills</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, herbivore, omnivore. In Year 5, the children will describe how humans change as they go into old age.</p>	<p>States of Matter</p> <p><u>Prior learning (year 2)</u> They will build on their previous learning of everyday materials and their properties.</p> <p><u>Knowledge</u> The children will learn about the different states of matter; solids, liquids and gases. They will learn how they change and the processes of evaporation and consideration in the context of the water cycle.</p> <p><u>Skills</u> The children will compare and observe materials as they change making predictions about what they think will happen.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, water vapour, precipitation, oxygen, molecules.</p> <p>In Year 5, the children will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving.</p>	<p>Electricity</p> <p><u>Prior learning (year 2)</u> They will on the previous learning of everyday materials and their properties.</p> <p><u>Knowledge</u> The children will learn how electricity flows through a circuit, that a switch can allow the current to flow and that some materials can be insulators and other conductors.</p> <p><u>Skills</u> The children will learn how to connect a circuit and how to use a switch.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, insulators, wood, rubber, plastic, glass, conductors, metal, water, switch, open, closed, sign.</p> <p>In Year 5, the children will use their knowledge of conductors to compare and group materials in different ways, including those that have conductivity.</p>	<p>Sound</p> <p><u>Prior learning (year 2)</u> The children have learnt about their bodies and the five senses.</p> <p><u>Knowledge</u> The children will learn how sounds are made, how they travel and get fainter the further away they are and the relationship between pitch and fluency.</p> <p><u>Skills</u> The children will develop their ability to set up simple and practical enquiries, recording their findings in different ways.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Sound, source, vibrate, vibration, travel, pitch, volume, faint, loud.</p> <p>In Key Stage 3, children will learn about sound waves and develop their understanding of how they travel.</p>	<p>Living Things and Their Habitats (links to Varmints in English)</p> <p><u>Prior learning (year 3)</u> The children will build on the understanding of basic needs for survival</p> <p><u>Knowledge</u> The children will learn how environmental changes can pose a danger to living things.</p> <p><u>Skills</u> The children will continue to develop their understanding of grouping and classifying to sort animals and living things in different ways. The will also be introduced to the classification key.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Classification, change, danger, development, impact.</p> <p>In Year 5, the children will learn about lifecycles of different animals and some reproduction processes of plants and animals.</p>	
Computing	<p>E-Safety</p> <p><u>Prior learning (year 3)</u> The children have learnt how to be SMART online – Safe, Meet, Accept, Reliable, Tell.</p> <p><u>Knowledge</u> The children will continue to learn the importance of keeping themselves safe online and what to do if they need help online.</p> <p><u>Skills</u> The children will continue to develop their ability to keep themselves safe online and how to behave appropriately.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Safe and unsafe behaviours, trusted, private, personal information, help, support, username, icon, tag, geocache, location</p> <p>In Year 5, the children will learn about age appropriate content.</p> <p>NB. The theme of E-safety will be embedded throughout the computing curriculum not just in this unit.</p>	<p>Information Technology – Using Computers</p> <p><u>Prior learning (year 3)</u> The children have learnt how to find, open and save their work.</p> <p><u>Knowledge</u> The children will know that they can use different programmes for different purposes.</p> <p><u>Skills</u> The children will continue to develop their ability to format documents including, copying and pasting images, changing text by font, size and colour, adding borders and changing backgrounds.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Open, close, save, format, font, text, copy, paste, image, border, background, right click, left click, software, programme</p> <p>In Year 5, the children will continue to develop their independence when selecting and using different software.</p>	<p>Computer Science – Coding</p> <p><u>Prior learning (year 3)</u> The children have learnt about algorithms, programming and debugging.</p> <p><u>Knowledge</u> The children will continue to develop their understanding of algorithms and how these are used to programme digital devices.</p> <p><u>Skills</u> The children will learn how to decompose (break down) programs into smaller parts and use logical reasoning to detect and correct errors.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Programme, type, command, code snippet, algorithm, text-based language, patterns, sequence, repeat, loop, count-controlled loop, debug</p> <p>In Year 5, the children will then use this to explain increasingly complex algorithms to ensure efficiency.</p>	<p>Digital Literacy – Net Searching (links to history and reliability of sources)</p> <p><u>Prior learning (year 3)</u> The children have learnt how to search on the internet.</p> <p><u>Knowledge</u> The children will learn how to search on the internet and how results are ranked.</p> <p><u>Skills</u> The children will learn how to create more specific searches and begin to identify reliable sources online.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Search, search engine, internet, rank/ranked, results, reliable, unreliable.</p> <p>In Year 5, they will then build on this to use filter to improve accuracy when searching.</p>		<p>Computer Science – Networks</p> <p><u>Prior learning (year 3)</u> The children have learnt about input and output devices.</p> <p><u>Knowledge</u> The children will learn how networks need a server and how the server provides services to a network.</p> <p><u>Skills</u> The children will develop their ability to draw diagrams to represent networks and how these connect and work together</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Network, connect, connections, internet, sharing, devices, networked, World Wide Web, websites, web pages, store, upload, content</p> <p>In Year 5, the children will begin to use the internet to share and transfer data.</p>
Art and Design	Drawing and Painting		Sculpture and 3D work		Printing and Collage	
	<p><u>Prior learning (year 3)</u> The children will have had opportunities to use their sketchbooks to record their ideas.</p>		<p><u>Prior learning (year 3)</u> The children will recap the use of natural and manmade objects and materials.</p>		<p><u>Prior learning (year 3)</u> The children will have previously explore collage and how to use a layering.</p>	

	<p><u>Knowledge</u> The children will learn about different shades of colour and proportions in artwork. They will also learn about the work of Vincent Van Gogh.</p> <p><u>Skills</u> The children will learn how to mix colours to create lighter and darker shades, including using water, and how this can be used to create texture in paintings.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Detail, colour, tones, mix, proportions, light, shade, texture, materials,</p> <p>In Year 5, they will use line, tone and shading to represent different things.</p>		<p><u>Knowledge</u> The children will learn about shape, space and form, making informed decisions about their choices. The children will explore working practices of artists, architects and designers. They will also learn about the work of Giacometti.</p> <p><u>Skills</u> The children will learn how to mould clay to create a 3D sculpture</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Sculpt, ceramicist ceramics, assembling, constructing, slip- clay based glue, modelling, carving</p> <p>In Year 5, They will develop skills in using clay including slabs, coils and slips.</p>	<p><u>Knowledge</u> The children will explore mixing different techniques to create one finished piece of art. The children will explore working practices of artists, architects and designers. They will also learn about the work of Lichtenstein.</p> <p><u>Skills</u> The children will learn the technique of marbling.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Cut, stick, media, materials, ink, drops, marble, collage, texture, layering, cross over, technique In Year 5, they will use this to add collage to a painted, drawn or printed background.</p>
Design and Technology	<p>Food and Nutrition</p> <p><u>Prior learning (year 3)</u> The children have learnt about the different food groups and have begun to prepare and combine ingredients.</p> <p><u>Knowledge</u> The children will learn about a balanced diet and why this is important for healthy bodies.</p> <p><u>Skills</u> The children will develop their ability to prepare and combine ingredients using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> balanced diet, healthy plate, healthy, peel, chop, slice, grate, mix, spread, knead, bake.</p> <p>In Year 5, the children will continue to follow recipes thinking about how to change the appearance, taste, texture.</p>		<p>Textiles (links to English - Tar Beach)</p> <p><u>Prior learning (year 3)</u> The children have previously learnt how to plan and design for a given purpose.</p> <p><u>Knowledge</u> The children will learn about story quilts and how to link ideas together to create one.</p> <p><u>Skills</u> The children will learn how to select appropriate materials and develop their ability to work collaboratively on a creative task.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> evaluating, design brief design criteria, innovative, purpose, function, planning, annotated sketch,</p> <p>In Year 5, the children will build on this to become increasingly accurate when measuring and joining.</p>	<p>Materials, Structures and Mechanisms</p> <p><u>Prior learning (year 3)</u> The children will have previously planned a task for a given purpose.</p> <p><u>Knowledge</u> The children will learn about different types of structures including tall structures and bridges.</p> <p><u>Skills</u> The children will develop techniques to cut, shape and join with more accuracy as well as applying techniques to strengthen structures.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, edge, face, length, width, marking out, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, stable, reduce, reuse, recycle, transparent, purpose</p> <p>In Year 5, the children will build more complex 3D structures and apply his/her knowledge of strengthening techniques.</p>
History		<p>Ancient Civilizations (links to English - Weslandia)</p> <p><u>Prior learning (year 3)</u> The children have learnt about a period in history, The Stone Age, and how people lived during this time.</p> <p><u>Knowledge</u> The children will learn about different ancient civilizations, their cultures and how they lived.</p> <p><u>Skills</u> The children will learn how to use sources to find information and understand that sources can contradict themselves. They will also develop their ability to place historical periods in chronological order as well as presenting their findings in a non-chronological report.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> civilization, population, culture, Ancient China, Mesopotamia, Mayans, Ancient Greece, Romans, BC, AD, CE, BCE</p> <p>In Year 5, the children will use dates to order and place events on a time line and make comparisons between periods in history and the present day.</p>	<p>Egyptians (links to English - The Story of Tutankhamun)</p> <p><u>Prior learning (year 3)</u> The children have learnt about a period in history, The Stone Age, and how people lived during this time.</p> <p><u>Knowledge</u> The children will find out about the Ancient Egyptians, how people lived during these times and how Tutankhamun's tomb was discovered.</p> <p><u>Skills</u> The children will learn how to use sources to find information and understand that sources can contradict themselves. They will also develop their ability to place historical periods in chronological order as well as presenting their findings in a non-chronological report.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> BC, AD, CE, BCE, Egyptians, Tutankhamun, Howard Carter, irrigation, silt, tomb, The Nile, hieroglyphics, cartouche, pharaoh</p> <p>In Year 5, the children will begin to evaluate the usefulness of different sources and start to give some reasons for important historical events.</p>	

Geography	<p>Comparing countries – India and the UK (links to English – Cinnamon)</p> <p><u>Prior learning (year 3)</u> The children will have learnt how to identify similarities and differences between different locations.</p> <p><u>Knowledge</u> The children will learn about India and its physical features and weather patterns.</p> <p><u>Skills</u> The children will name and locate India and use geographical language to describe human and physical features.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> India, populations, climate, capital city, Earth's crust, tectonic plates, force, formation, mountain, fold mountain, dome mountain, plateau mountain, volcanic mountains, fault-block mountain, river, source, mouth, culture, architecture, religion</p> <p>In Year 5, the children will compare features of the UK and a region in North America.</p>	<p>Europe (links to European Artists in Art and Design)</p> <p><u>Prior learning (year 2/3)</u> The children have learnt about the countries in the UK, seven continents and the 5 oceans.</p> <p><u>Knowledge</u> The children will learn about the different countries in Europe including Russia, enabling them to develop their knowledge of the features of places around them and beyond the UK.</p> <p><u>Skills</u> The children will name and locate countries in Europe including Russia and recognise them on a map. They will use a range of sources including atlases and digital maps.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Europe, England, Wales, Scotland, Northern Ireland, Ireland, France, Germany, Spain, Portugal, Italy, Russia, Poland, location/locate</p> <p>In Year 5, they will then build on this to learn about countries in the European Union.</p>		<p>The Environment (links to science – habitats, English – Varmints)</p> <p><u>Prior learning (year 3)</u> The children have learnt about recycling and actions that can be taken to look after the environment.</p> <p><u>Knowledge</u> The children will learn about physical features including mountains, volcanoes and earthquakes.</p> <p><u>Skills</u> The children will ask and respond to geographical questions including 'how?' and 'why?' They will also identify and describe similarities and differences.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Erosion, volcano, earthquake, environment, changes, affects/affected.</p> <p>In Year 5, the children will learn how about changes to world environments over time</p>	<p>Maps (links to Position and Direction in Maths)</p> <p><u>Prior learning (year 3)</u> The children have learnt how to draw and label sketch maps</p> <p><u>Knowledge</u> The children will learn about different types of maps</p> <p><u>Skills</u> The children will begin to draw more accurate maps with complex keys. They will also learn how to use Ordnance Survey maps with 6 figure grid references.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ordnance survey maps, grid, grid reference, atlas, globe, satellite images,</p> <p>In Year 5, the children will then identify key topographical features of the countries within North America.</p>	
Music		<p>Young Voices</p> <p><u>Prior learning (year 3)</u> The children have learnt to sing a variety of different songs and performed some in front of others.</p> <p><u>Knowledge</u> The children will learn about what a choir is and how they are structured.</p> <p><u>Skills</u> The children will continue to develop their ability to sing as part of an ensemble. They will develop their confidence to perform in front of others and link movement to music using body percussion and choreography.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> pitch, rhythm, timing, choir, conductor, ensemble, choreography, sing, volume, dynamics</p> <p>In Year 5, the children will develop this to perform as part of an ensemble with increasing control, accuracy and expression.</p>	<p>Ukulele – Autumn 1 and 2</p> <p><u>Prior learning (year 3)</u> The children will have explored playing untuned instruments.</p> <p><u>Knowledge</u> The children will learn about the different parts of a ukulele and the different strings are different notes. The children will continue to learn about written notation to include crochets, quavers and minims.</p> <p><u>Skills</u> The children will develop their fine motor skills to begin to play the ukulele with some accuracy. The children will also copy increasingly challenging rhythms with body percussions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ukulele, headstock, nut, neck, strings, frets, fretboard, body, sound hole, saddle, crochet, quaver, minim, rest, pulse, pitch, note</p> <p>In Year 5, children will continue to play and perform with increasing accuracy and control.</p>	<p>Glockenspiel Stage 1 and 2</p> <p><u>Prior learning (year 3)</u> The children will have explored playing untuned instruments.</p> <p><u>Knowledge</u> The children will develop their recognition and use of written notation to begin to read some simple scales.</p> <p><u>Skills</u> The children will develop their ability to play the glockenspiel in time with music.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Notation, scales, notes, pulse, tempo, play, glockenspiel, beater, In Year 5, children will continue to play and perform with increasing accuracy and control.</p>	<p>End of Year Production</p> <p><u>Prior learning (year 3)</u></p> <p><u>Knowledge</u> The children will learn a variety of songs as part of their end of year performance piece.</p> <p><u>Skills</u> The children will develop the skills to perform in group ensembles as well as having opportunities to perform solos.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ensemble, solo, pitch, timing, chorus, duration, pulse, rhythm</p> <p>In Year 5, the children will continue to develop their confidence and precision when singing.</p>	
PE	<p>Fitness</p> <p><u>Prior learning (year 3)</u> The children will have been developing their balance and agility skills.</p> <p><u>Knowledge</u></p>	<p>Yoga</p> <p><u>Prior learning (year 3)</u> In dance and gymnastics units the children have explore creating different shapes and balances with their bodies.</p> <p><u>Knowledge</u></p>	<p>Hockey</p> <p><u>Prior learning (year 3)</u> The children will use their knowledge of tactics from other team sports and build on these.</p> <p><u>Knowledge</u></p>	<p>Ball Skills</p> <p><u>Prior learning (year 3)</u> The children have learnt different throwing techniques, including catching with one and two hands.</p> <p><u>Knowledge</u></p>	<p>Netball</p> <p><u>Prior learning (year 3)</u> The children have begun to develop their throwing and catching skills as well as their use of strategy and tactics when playing team games.</p> <p><u>Knowledge</u></p>	<p>Athletics</p> <p><u>Prior learning (year 3)</u> The children have begun to develop their basic running, jumping and throwing techniques.</p> <p><u>Knowledge</u></p>

	<p>The children will learn about the different areas of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p><u>Skills</u> The children will develop their ability to run for speed using the correct stance as well as techniques to improve coordination, balance and agility.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Fitness, speed, strength, balance, pace, steady, agility, control, progress, coordination, muscle, stamina</p> <p>In Year 5, the children will continue to develop their fitness through a range of challenges.</p> <p>Fundamental Skills</p> <p><u>Prior learning (year 3)</u> The children will develop their skills of balancing, running, jumping, hopping and skipping.</p> <p><u>Knowledge</u> The children will continue to learn how the body moves and how different techniques can affect the how the body moves.</p> <p><u>Skills</u> The children will develop their ability to change direction with control as well as exploring how to accelerate and decelerate when running.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Distance, control, pace, technique, momentum, rhythm, accelerate, coordination, tension, decelerate, stability, transfer</p> <p>In Year 5, the children will continue to develop these skills with more accuracy and stamina.</p>	<p>The children will begin to develop and understanding of yoga and how it promotes mindfulness and body awareness.</p> <p><u>Skills</u> The children will develop their strength and balance as they learn a number of yoga poses. They will also begin to think about how to connect their mind and body in a mindful way.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, pose, technique</p> <p>In Year 5, the children will make links between a balanced lifestyle and being happy, identifying ways to support their own well-being.</p> <p>Gymnastics</p> <p><u>Prior learning (year 3)</u> The children will build on the basic shapes they have learnt previously</p> <p><u>Knowledge</u> The children will develop their knowledge of gymnastics and the difference between travelling actions and shapes.</p> <p><u>Skills</u> The children will learn how to create pathways with travelling actions and how to use the apparatus, including the safety elements involved.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape</p> <p>In Year 5, they will build on this to perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.</p>	<p>The children will learn about the rules of hockey and the tactics and strategies that can be used when playing the game.</p> <p><u>Skills</u> The children will learn how to hold a hockey stick, dribble the ball, shoot and defend using their hockey stick.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Dribble, receiver, attack, shoot, interception, defence, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession</p> <p>In Year 5, the children will develop their skills to pass the ball accurately whilst moving, using a variety of techniques to pass.</p> <p>Dance</p> <p><u>Prior learning (year 3)</u> The children have previously learnt how to use movement to explore ideas, developing their confidence in performing. They have also thought about how to utilise feedback to improve their own work.</p> <p><u>Knowledge</u> The children will explore how to use dance to create characters as well as learning about the lindy hop dance from the 1930s.</p> <p><u>Skills</u> The children will develop their skills when working with others, offering ideas and feedback. They will also develop their ability to move in time to music and their sense of rhythm.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression</p> <p>In Year 5, the children will explore and improvise ideas for dances in different styles.</p>	<p>The children will learn about different ball techniques and when they are most appropriately used.</p> <p><u>Skills</u> The children will develop accuracy and control when throwing, catching and dribbling with the feet, individually and in small group games.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Track, overhead, accurate, bounce, receive, persevere, release, chest, technique, consistency, select, control</p> <p>In Year 5, the children will continue to develop their ball skills in a range of games and context, increasing accuracy when throwing, catching, dribbling and kicking.</p> <p>Tennis</p> <p><u>Prior learning (year 3)</u> The children have previously developed their ball skills so that they are able to throw and catch with increasing accuracy.</p> <p><u>Knowledge</u> The children will learn about tennis and how it is played. They will learn the rules of tennis and the names of different ways to hit the ball with the tennis racket.</p> <p><u>Skills</u> The children will begin to develop their ability to rally with a partner using forehand predominantly. The will also develop their tactical skills to be able to outwit an opponent.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> ready position, control, opponent, return, rally, forehand, serve, backhand</p> <p>In Year 5, the children will be able to develop their racket skills in other games and sports, choosing the best tactics needed to suit the game.</p>	<p>The children will learn the rules of netball and the tactics and strategies that can be used when playing the game. The will learn about the key rules including footwork, held ball, contact and obstruction.</p> <p><u>Skills</u> The children will develop their throwing, catching, defending and attacking skills. They will also learn how to pass the ball in different ways.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Footwork, landing foot, attack, pivot, interception, defence, opponent, rebound, contact, opposition, obstruction, mark, receiver, possession</p> <p>In Year 5, the children will use this to develop a broader range of techniques and skills for attacking and defending.</p> <p>Cricket</p> <p><u>Prior learning (year 3)</u> The children will use their bowling and batting skills from rounders</p> <p><u>Knowledge</u> The children will learn about the game of cricket and the different positions that can be played, including batting, fielding, bowling and backstop/wicket keeper.</p> <p><u>Skills</u> The children will develop their skills to field effectively and how to hit a ball with a bat with increasing accuracy.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Runs, technique, wicket keeper, strike, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting, backstop</p> <p>In Year 5, they will use this to choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.</p>	<p>The children will learn about the importance of perseverance and determination when achieving their personal bests.</p> <p><u>Skills</u> The children will develop their awareness of speed and use previously learnt skills to help them achieve their greatest speed, distance and accuracy.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Stamina, speed, pace, determination, technique, perseverance, power accuracy, personal best, officiate</p> <p>In Year 5, the children will develop the consistency of their actions in a number of events, whilst confidently choosing appropriate techniques for specific events.</p>
RE		<p>Sikhs - How is faith expressed in Sikh communities and traditions?</p> <p><u>Prior learning (year 3)</u> The children have previously learnt that people believe in different religions and faiths.</p> <p><u>Knowledge</u> The children will be introduced to the Sikh faith and find out about how they celebrate their faith in day to day life and in important events and festivals.</p> <p><u>Skills</u></p>		<p>Christianity - What was the impact of Pentecost?</p> <p><u>Prior learning (year 3)</u> The children have previously learnt about the Christian celebration of Easter.</p> <p><u>Knowledge</u> The children will continue to learn about Easter by developing their use of religious vocabulary to include Pentecost.</p> <p><u>Skills</u> The children will continue to develop the respect they show to other faiths and religions.</p>		<p>Christians/Jews/Hindus/Sikhs/Non-religious people How and why do people try to make the world a better place?</p> <p><u>Prior learning (year 3)</u> Children will use their prior knowledge of looking after the world and everything in it</p> <p><u>Knowledge</u> The children will explore how and why people try to make the world a better place with a religious outlook and how different people tackle this issue. They will consider how it is promoted in</p>

		<p>The children will continue to develop the respect they show to other faiths and religions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Gurdwara, The Golden Temple, Guru Nanak, Gurus, worship, sahib, Nishan Sahib, Khanda, shoe rack, head covering, Guru Granth Sahib, langar</p> <p>In Year 5, the children will learn about how and why some people inspire others using examples from different religions, including Sikhism.</p>		<p><u>Key vocabulary (new vocabulary in bold)</u> Christian, Pentecost, Easter Sunday, Holy Spirit, Apostles, followers, Jesus Christ, Jerusalem, Feast of Weeks</p> <p>In Year 5, the children will continue to learn about Christianity including how Christians decide how to live, and what they believe Jesus did to 'save' people.</p>		<p>different cultures and think about its importance in their own lives.</p> <p><u>Skills</u> The children will continue to develop the respect they show to other faiths and religions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Good and bad deeds, God's mercy, Christian Aid, Islamic Relief, Khalsa Aid, Sewa International In Year 5, the children will learn about how and why some people inspire others using examples from different religions, including Sikhism.</p>
French	<p>Revision</p> <p><u>Prior learning (year 3)</u> The children will revise topics that they learn about last year.</p> <p><u>Knowledge</u> The children will revise numbers from 1 – 31 and 10s up to 100. They will also revise colours, days of the week, months, feelings, animals, family, pets, the weather, seasons, classroom objects and prepositions.</p> <p><u>Skills</u> The children will continue to develop their oral, auditory and written skills in French.</p> <p><u>Key Vocabulary</u> l'hiver, le printemps, l'été, l'automne, il fait quel temps aujourd'hui/(insert month or season)?, aujourd'hui..., il y a du soleil, il y a des nuages, il pleut, il neige, il fait froid, il fait chaud, il y a de l'orage, il y a du vent, il y a du brouillard, le temps est variable,</p> <p>un bic, une calculette, un compas, un feutre, un stylo, un crayon, un taille-crayon, une gomme, une règle, des ciseaux, une chaise, un bureau, un livre, un professeur, un cahier, un tableau, un tableau interactif, une pendule, une porte, une fenêtre, un élève, sous, devant, sur, derrière,</p> <p>j'ai, il y a... trouvez le/la..., un=le, une=la, des=les, noun, déterminer, adjective, verb</p> <p>In Year 5, the children will continue to revise learnt topics using their listening, speaking and writing skills.</p>		<p>Body/physical description with adjectives</p> <p><u>Prior learning (year 3)</u> The children will have learnt colours which they will use to describe their physical features.</p> <p><u>Knowledge</u> The children will learn the French words for many body parts and how to describe them using adjectives.</p> <p><u>Skills</u> The children will continue to develop their oral, auditory and written skills in French. They will also learn how to use adjectives in French.</p> <p><u>Key Vocabulary</u> Touchez..., Le bras, la jambe, la main, le ventre, le pied, le dos, la tête, l'épaule, le doigt, le genou, les yeux, (bleus/verts/marrons/gris/noisettes) la bouche, les cheveux (blonds/roux/bruns/noirs/gris/blancs), les joues, le cou, le front, le menton, les oreilles, le nez, les sourcils, j'ai mal au/à la/aux..., grand, petit, mince, beau, moche, vieux, jeune, chauve, musclé, déterminer, noun, verb, adjective,</p> <p>In Year 5, the children will continue to develop their written French, to include a wider use of adjectives to describe people and verbs to describe actions.</p>		<p>Food – Breakfast and giving opinions</p> <p><u>Prior learning (year 3)</u> The children will have learnt colours and how to show a preference.</p> <p><u>Knowledge</u> The children will learn the French words for different breakfast foods and the words they can use to give an opinion.</p> <p><u>Skills</u> The children will continue to develop their oral, auditory and written skills in French. They will also learn how to give an opinion in French.</p> <p><u>Key Vocabulary</u> le petit déjeuner, qu'est ce que tu veux manger/boire pour le petit déjeuner?, pour le petit déjeuner, je voudrais..., je ne voudrais pas..., tu voudrais...?, du pain, du beurre, de la confiture, avec, des céréales, des viennoiseries, des fruits, du thé, du café, du chocolat chaud, de l'eau, du jus d'orange, j'aime, je n'aime pas, je préfère, j'adore, je déteste, parce que, c'est délicieux, c'est bizarre, c'est bon pour la santé, c'est dégoûtant, c'est trop sucré, s'il vous plaît, merci, et, oui, non, et, aussi, mais, noun, verb, adjective, conjunction, déterminer, pronoun</p> <p>In Year 5, the children will continue to develop their spoken language skills including increasing accuracy in pronunciation and begin to use conjunctions in their written work,</p>	
PSHE	<p>Me and My Relationships</p> <p><u>Prior learning (year 3)</u> The children will build on the prior knowledge of feelings</p> <p><u>Knowledge</u></p>	<p>Valuing Differences</p> <p><u>Prior learning (year 3)</u> In this topic, the children will develop their awareness of their community</p> <p><u>Knowledge</u> The children will learn about the difference between friends and</p>	<p>Keeping Myself Safe</p> <p><u>Prior learning (year 3)</u> Children will continue to think about danger, risks and hazards</p> <p><u>Knowledge</u></p>	<p>Rights and Responsibilities</p> <p><u>Prior learning (year 3)</u> The children will consider what their rights and responsibilities</p> <p><u>Knowledge</u> The children will learn about money, how it is earned and what taxes go towards. They</p>	<p>Being My Best</p> <p><u>Prior learning (year 3)</u> In this topic, the children continue to think about what it means to be them and what makes them unique.</p> <p><u>Knowledge</u></p>	<p>Growing and Changing</p> <p><u>Prior learning (year 3)</u> During this topic, the children continue to learn about some of the changes that happen during the beginning stages of puberty.</p> <p><u>Knowledge</u></p>

	<p>The children will learn about relationships and what is and isn't ok, and the idea of pressure.</p> <p><u>Skills</u> The children will learn how to manage relationships with friends and family.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Friendship, friends, feelings, share, kindness, consideration Listen, argument, conflict, emotions, resolve, compromise, apologies</p> <p>In Year 5, the children will continue to explore relationships, recognising their own emotional needs and thinking about how to be assertive</p>	<p>acquaintances as well as the idea of a stereotype.</p> <p><u>Skills</u> The children will continue to develop their ability to be understanding, tolerant and respectful.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Challenges, assumptions, judging, acceptance, understanding, influences. Bullying, problem-solving, impressions, opinion, stereotype In Year 5, the children will build on this to think about the qualities of friendship and the value in kind conversations.</p>	<p>The children will continue to develop their understanding of the difference between dangers, risks and hazards.</p> <p><u>Skills</u> The children will learn how to interpret the information on medicine bottles and steps they can take to keep themselves safe, including on the internet.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Age classification, computer game, pressure, choices, safety, danger, hazards, risk, caffeine, alcohol, tobacco, nicotine, restrictions. drugs, medicine, prescribed,</p> <p>In Year 5, children will consider wider aspects of keeping safe both online and in person and think about the use of drugs and smoking.</p>	<p>will also consider their own rights and responsibilities and how these change as they grow up.</p> <p><u>Skills</u> The children will begin to develop their ability to identify rights and responsibilities</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Saving, money, budget, pocket money, earning, taxes, rules, laws, rights, responsibilities, community, anti -social</p> <p>In Year 5, the children will build on this to consider how their rights and responsibilities change as they get older.</p>	<p>The children will learn about their own individual uniqueness and the importance of this.</p> <p><u>Skills</u> The children will continue to learn about how they can impact the environment and what they can do to look after it.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Hopes, dreams, goals, realistic, achievement, obstacles, disappointment, overcome, resilient, positive, attitude, aspirations, growth mindset</p> <p>In Year 5, the children will go on to think about what it means to have independence and the responsibilities that go with this.</p>	<p>The children will learn about how their bodies and feelings and emotions begin to change as they get older and begin puberty.</p> <p><u>Skills</u> The children will learn how to talk about the emotions and how they are feeling as well as about puberty.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Age, difference, physical changes, puberty, reproduction, menstruation, periods, wet dreams, hygiene, anxious, grow, change, emotions, relationships, support, advice</p> <p>In Year 5, the children will continue to learn about more changes that happen as they become teenagers.</p>
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