

| Class 4 Year C  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
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| <b>English</b>  | (Literacy Counts)<br>“Leaf “by Sandra Diekmann. Outsider Narrative and information texts. (Literacy Counts)  | “Stories for Boys who Dare to be Different.”<br>“Goodnight Stories for Rebel Girls. “ Adversity narrative and biography.                 | “Where Once we Stood”- Literacy Counts Reports and exploration narrative   | “The Lost Book of Adventure”<br>Survival narrative and survival guide   | “Arthur and the Golden Rope”<br>Myth narrative and defeating a Viking monster  |  |
| <b>Maths –</b><br>Maths Curriculum for Year 4 and 5. Supported by White Rose Maths and Master the Curriculum. | Y4:<br>*Place Value<br>*Addition & Subtraction<br>*Multiplication & Division<br>*Area<br>Y5:<br>*Place Value<br>* Addition & Subtraction<br>* Multiplication & Division<br>* Fractions |  | Y4:<br>*Multiplication & Division<br>*Length and Perimeter<br>* Fractions<br>*Decimals<br>Y5:<br>*Multiplication & Division<br>* Fractions<br>*Decimals and Percentages<br>*Perimeter and Area |   | Y4:<br>*Decimals<br>* Money<br>*Time<br>* Shape<br>*Statistics<br>*Position and Direction<br>Y5:<br>*Shape<br>*Position and Direction<br>*Decimals<br>*Negative Numbers<br>*Converting Units<br>* Volume |  |
| <b>Science</b>  | Living things and their habitats -<br>Recognise stages of growth and development in humans.  | Electricity-<br>Identify and name appliances that require electricity. Know the basic parts of a circuit, including cells, wires, bulbs, | Properties and Changes of materials -<br>materials have different uses depending on their properties and state (liquid, solid, gas).   | Sound -<br>Knows how sounds are made, associating some of them with vibrating. Knows how sound travels from a source to our ears. Knows | Living Things and their Habitats -<br>Taxonomist would start by classifying objects or living  | States Of Matter -<br>Know how to distinguish between a solid, liquid and gas. Know that some materials change |

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|                       | <p>Describe the process of asexual reproduction in plants. Describe the process of sexual reproduction in animals. Observe and compare the life cycles of local animals, with other animals around the world. Compare how different animals reproduce and grow. Find out about the work of naturalists.</p> | <p>switches and buzzers Know that for an appliance to work within a circuit, it has to be part of a complete loop with a battery. Know that a switch is a temporary break in 'complete circuit'. All metals conduct electricity but some are relatively poor conductors. Knows the recognised symbols used to represent components of a circuit and uses these to represent a circuit pictorially.</p> | <p>hardness, transparency, electrical &amp; thermal conductivity &amp; attraction to magnets. Some materials will dissolve in a liquid while others are insoluble. Mixtures can be separated by filtering, sieving and evaporation. Some changes to materials such as dissolving, mixing and changes of state are reversible, others are not reversible.</p> | <p>the correlation between pitch and the object. Knows the correlation between the volume of a sound and the strength of the vibrations that produced it. Know that sounds get fainter as the distance from the sound source increases.</p> | <p>things into two large groups. Linnean system was created by Carl Linneaeus as a standard system of classifying animals. The Linnean system was made up of three areas: archaea, bacteria, eukarya. Microorganisms are tiny living things which are not</p> | <p>state when they are heated or cooled. Know the temperatures at which ice, water and water vapour change state. Know the part played by evaporation and condensation in the water cycle.</p> |
| <b>Art and Design</b> | <p>Drawing and painting of animals and plants. Observational drawing and painting using tints and tones</p>   |  | <p><b>Painting-</b> Use of watercolour to represent the artefacts and art of native Americans</p>  | <p><b>Painting-</b> Creating totem poles by stylised drawing and painting of animals relevant to the Native Americans.</p>  | <p>Sculpture: TBC</p>   |  |

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|                              | of the same colour.   |  |   |  |                                     |  |
| <b>Computing</b>             | Repetition in shapes<br>LOGO<br><br>E Safety and Communication                      | Repetition in Games Scratch  | Selection in physical computing Crumbles                            | Selection in physical computing Crumbles | Video Editing<br><br>Vector Drawing | Selection in quizzes Scratch<br><br>Webpage Creation<br><br>The Internet |
| <b>Design and Technology</b> |   | Food packaging-design and 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. |   | Textiles:<br>TBC                         |                                     | Food: TBC  |
| <b>Geography</b>             | World Geography-Continents, oceans, lines of latitude and longitude and time zones. | Trade and economic activity with a further focus on food.  |   | Global Study: North America              |                                     | Local Study: Changes to Land use in Manchester                           |
| <b>History</b>               | Wilmslow during WW2. Looking closely  |  | North American History, with focus on native Americans and settlers |  | Anglo Saxons and Vikings            |  |

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|                           | at the Battle of Britain.  |   |   |   |   |  |
| <b>Music</b>              | Mussorgsky- Night at the Exhibition. Old Castle, Ballet of the unhatched Chicks. Vincent- Don MacLean Timbre, tempo, dynamics. Group soundscape composition. | Preparation for Junior Advent Service.<br><br>Preparation for "Hosanna Rock".   | Tasty Tunes: On top of Spaghetti worm song. March of Toreadors, from Carmen, Bizet. Greensleeves Content: metre, rhythm, pulse, dynamics, ternary. Compose lyrics to a well known melody. Read notation for 2 sections of class song. |   |   | Rehearsal and preparation for KS2 end of year production.  |
| <b>Languages (French)</b> | French – Let's visit a French Town   | French – Let's Go Shopping  | French – This is France   | French – All in a Day   | French – Our Precious Planet  |  |
| <b>PE</b>                 | Health related exercises. Communication and tactics. Netball.  | Dance Games: Dodgeball  | Gymnastics: Mirroring and matching Games: Tag Rugby Swimming- Y4  | Games: Football Games : Netball<br><br>Swimming- Y4   | Games: Hockey Games : Tennis<br><br>Swimming- Y5 and 6  | Games: Cricket Games : Rounders<br><br>Swimming- Year 5 and 6  |
| <b>RE</b>                 | <b>Christianity</b><br>The Beatitudes Following the example of Jesus and other Christians: forgiveness, love, respect,                                       | <b>Christianity</b><br>Confirmation<br><br>Pilgrimages (linked to Mary and Joseph's journey to Bethlehem), Iona, Lourdes, Two | <b>Secular World Views</b><br>The writings of atheist / agnostic / humanist scholars<br><br>'The Golden Rule'   | <b>Christianity</b><br>Birth rituals and the belief in life after death<br><br>Sin, resurrection and the kingdom of God | <b>Hinduism</b><br>One God expressed in many forms (Vishnu, Rama and Sita, Krishna, Shiva and Ganesha), devotion to God | <b>Hinduism</b><br>Values: honesty, truthfulness, helping others, sharing, respect for all living things, vegetarianism, meditation, |

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|  | <p>tolerance and faith</p> <p>Faith, reconciliation, repentance and salvation</p> | <p>Saints Way, Cheshire, Walsingham</p> <p>Working with Christian organisations</p> | <p>Rejection of an afterlife, naming ceremonies, humanist funerals</p> <p>The power of human reason and scientific enquiry, humans have to decide for themselves what is right and wrong</p> <p>Membership of secular organisations i.e. BHA and Amnesty</p> <p>Use of slogans i.e. 'Good without God', 'Ceremonies without superstition, use of the happy human symbol</p> <p>Concern for social and ethical issues i.e. the environment, equality and justice</p> | <p>Confession of sin and finding peace with God</p> <p>Diverse and varied expressions of worship: music, song, prayer, silence, dance, drama, reflection</p> | <p>Aum, avatar, Brahman</p> <p>Beliefs expressed in stories e.g. Raqma's exile and return, the childhood of Krishna</p> <p>Names of important scriptures containing Hindu beliefs e.g. Vedas and Ramayana</p> <p>Respect for Mother earth and ancestors</p> <p>Pilgrimage</p> <p>Beliefs expressed through symbols – Aum, swastika and lotus flower</p> | <p>compassion, love and loyalty between all members of the extended family</p> <p>The endless cycle of creation, preservation and destruction.</p> <p>Reincarnation</p> <p>Karma – actions have consequences</p> <p>Festivals and worship, shrines and temples, worship in the home (puja, mandir), Arti ceremony, music and dance</p> <p>Diwali, Holi and the birthdays of Rama and Krishna</p> <p>Festival food and clothing</p> |
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|                           |   |  |  |                              |  | Welcoming babies – Hindu naming ceremonies |
| <b>PHSCE</b>              | <p>Class Assemblies<br/>P4C<br/>My Happy Mind<br/>Understanding money</p> <p><b>Autumn 1 and 2<br/>Health and Wellbeing</b><br/>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility.</p> |  | <p>Class Assemblies<br/>P4C<br/>My Happy Mind<br/>Basic First Aid<br/>Relationships</p> <p><b>Spring 1 and 2<br/>Living in the Wider World</b><br/>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision making; online safety</p> |                              | <p>Class Assemblies<br/>P4C<br/>My Happy Mind<br/>Health and wellbeing<br/>Living in the Wider World</p> |  |
| <b>Enrichments/Visits</b> | <p>Visit to library-encourage membership and see WW2 maps</p> <p>Imperial War Museum Trip- Class 4 and 5</p> <p>Blue Planet Aquarium Trip- Whole school</p> <p>Wider Opps for Year 4</p>  | <p>Wider Opps for Year 4</p> <p>Theatre Trip</p> | <p>Chester Zoo Trip- Whole school</p> <p>Wider Opps for Year 4</p>   | <p>Wider Opps for Year 4</p> | <p>Wider Opps for Year 4</p> <p>Residential Trip for Year 5/6</p> <p>Playing with the Hallé</p>          | <p>Wider Opps for Year 4</p>               |

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| <b>Whole school events</b> | Science Week<br>Jeans for Genes day<br>Harvest Service | Advent Service |  | Big Sing/ Wilmslow Music Festival<br>Easter Service |  | Sports Day<br>Democracy Day<br>Fulshaw's Got Talent<br>Leavers' Service |
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