
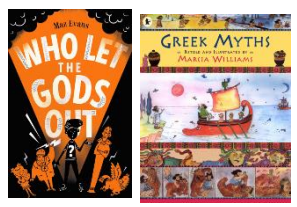






Brimscombe C of E (VA) Primary School
Kingfisher Class (Year 4/Year 5) Long Term Overview

Our curriculum vision	<p>'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14</p> <p>We are committed to developing confident, curious and responsible learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values – kindness, respect, friendship, courage and responsibility – pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.</p>					
Termly Themes Year A	Currents and Canopies!	The Mighty Greeks	Earth and Space	The Tudors	Alpine Adventures	Raiders and Traders
Key Texts						
English						
Spoken Language	<p>Listening and attention: Y4 - Listens carefully and responds relevantly. Tracks key ideas in discussion. Y5 – Sustains attention in longer discussion. Identifies main point and viewpoints.</p> <p>Vocabulary and language choice: Y4 – Selects vocabulary to suit purpose and subject. Uses precise language more often. Y5 – Uses ambitious and subject-specific vocabulary effectively. Begins to adjust formality.</p> <p>Sentence construction and spoken fluency: Y4 - Speaks with increasing fluency and precision. Develops ideas across several linked sentences. Y5 - Sustains spoken explanations and arguments. Organises talk clearly for listeners.</p> <p>Discussion and interaction: Y4 - Responds to others and extends discussion. Begins to challenge respectfully. Y5 - Engages actively in discussion. Builds, questions and redirects ideas appropriately.</p> <p>Explanation, reasoning and justification: Y4 - Explains clearly using evidence, examples or comparison. Y5 - Justifies opinions with evidence. Speculates and hypothesises. Considers more than one view.</p> <p>Presentation, audience and register: Y4 - Adapts volume, pace and language for audience. Presents with greater clarity. Y5 - Uses an appropriate style for task and audience. Contributes to presentations, performance and debate.</p>					
Handwriting	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • use joined handwriting consistently across independent writing • apply joins with increasing accuracy and automaticity • understand more securely which letters are best left unjoined • increase the legibility, consistency and quality of handwriting • write with enough fluency that handwriting supports, rather than slows, composition 			<p><u>Year 5</u></p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices • decide whether or not to join specific letters • continue to improve speed so handwriting does not get in the way of writing 		

Reading	<p>All reading skills are revisited and embedded and each half-term has a dominant focus. <i>Half-term sequencing reflects the school's curriculum design. National Curriculum reading objectives are statutory by year group or phase, not by half-term.</i></p>					
	<p>Retrieval Y4: Retrieving and recording information from non-fiction, and identifying main ideas drawn from more than one paragraph; Y5: Summarising the main ideas drawn from more than one paragraph and identifying key details that support them.</p>	<p>Inference Y4: Drawing inferences and justifying them with evidence from what is read; Y5: Drawing inferences such as characters' feelings, thoughts and motives, and justifying these with evidence.</p>	<p>Vocabulary Y4: Discussing words and phrases that capture the reader's interest and exploring meaning in context; Y5: Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Authorial intent Y4: Identifying how language, structure and presentation contribute to meaning; Y5: Identifying how language, structure and presentation contribute to meaning.</p>	<p>Comparison Y4: Identifying themes and conventions in a wide range of books; Y5: Identifying and discussing themes and conventions across a wide range of writing</p>	<p>Evaluation Y4: Explaining and justifying understanding and views, including through discussion and presentation; Y5: Distinguishing between statements of fact and opinion, and providing reasoned justifications for views</p>
<p>Writing (For grammar, punctuation and spelling, see the progression documents)</p>	<p>To inform: Diary entry based on a character from a book</p> <p>To inform: Non-chronological report linked to: (a) Rainforests (Geog.) (b) Where our food comes from (Geog.)</p> <p>To entertain: 1st person narrative inspired by a book</p> <p>INDEPENDENT WRITE: A diary entry written from the perspective of a book character.</p>	<p>To entertain: A setting description of: (a) Ancient Greece (History) (b) Anglo-Saxon Britain (History)</p> <p>To entertain: A simile poem</p> <p>To inform: A set of instructions explaining: (a) How to make a Doodler (DT) (b) How to make a book sleeve (DT)</p> <p>INDEPENDENT WRITE: A setting description</p>	<p>To inform: A biography detailing the life of: (a) A Greek Philosopher (History) (b) King Alfred the Great (History)</p> <p>To persuade: A formal letter writing to persuade: (a) The Prime Minister that we should be investing more money on space exploration (Science) (b) A manifesto persuading other people to vote for you (British Values)</p> <p>INDEPENDENT WRITE: A non-chronological report about: (a) Ancient Greece (History) The Anglo-Saxons (History)</p>	<p>To inform: An explanation, written for a children's science book, of: (a) How sound works (Science) (b) States of Matter (Science)</p> <p>To entertain: A short 3rd person narrative inspired by our World Book Day text</p> <p>To entertain: A cinquain poem inspired by music.</p> <p>INDEPENDENT WRITE: A biography of: (a) King Henry VIII (b) A famous composer</p>	<p>To inform: A newspaper article about a fictional event: (a) Young climbers rescued after blizzard in the Alps. (b) Archaeologists uncover ancient settlement in the desert.</p> <p>To entertain: A 3rd person narrative which includes a setting description of: (a) The Alps (b) The Desert</p> <p>INDEPENDENT WRITE: A persuasive piece trying to persuade someone in school.</p>	<p>To entertain: A series of diamante poems comparing 2 different things.</p> <p>To inform: A balanced argument considering: (a) Were the Vikings raiders or traders? (History) (b) Should bikes and vehicles be designed more for speed or for safety? (Science)</p> <p>To inform: A non-chronological report about: (a) The human digestive system (Science) (b) Forces (Science)</p> <p>INDEPENDENT WRITE: A 3rd person narrative which includes a setting description of a fantasy land.</p>

Maths

Fluency, Reasoning, Problem-Solving	<p>Y4: Number and place value; Shape</p> <p>Y5: Number and place value; Decimals</p>	<p>Y4: Multiplication tables; Multiplication and Division; Addition and subtraction: mental methods</p> <p>Y5: Addition and Subtraction; Multiplication and Division: Powers of 10; Properties of numbers</p>	<p>Y4: Multiplication tables; Addition and Subtraction: Written methods</p> <p>Y5: Multiplication and division: written methods; position and direction</p>	<p>Y4: Multiplication and Division; Angles</p> <p>Y5: Fractions, decimals and percentages; Length, Mass and Capacity</p>	<p>Y4: Decimals; Fractions: Calculating; Fractions</p> <p>Y5: Fractions: Calculating</p>	<p>Y4: Addition and Subtraction: Decimals; Time and converting units; Perimeter and Area; Position and Direction; Statistics</p> <p>Y5: Area and volume; Shape; Time; Statistics</p>
-------------------------------------	--	---	---	--	--	--

Science

	<p>Living things and their habitats – conservation (Y4 unit)</p> <p>Children will recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Electricity (Y4 unit)</p> <p>Children will conduct a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p>Earth and Space (Y5 unit)</p> <p>Children will learn about the Earth and the celestial bodies in our solar system, from Mercury to Neptune.</p>	<p>Sound (Y4 unit)</p> <p>Children will identify how sounds are made, find patterns between pitch and features of the object that made it.</p>	<p>Changes in materials (Y5 unit)</p> <p>Children will describe how to recover a substance from a solution and explain that some changes of state are reversible changes.</p>	<p>Animals including humans (Y4 unit)</p> <p>Children will describe the simple functions of the basic parts of the digestive system in humans.</p>
--	---	---	--	--	---	--

Religious Education (RE)

	2.8 What does it mean to be a Muslim in Britain today?	2.4 How do Christians decide how to live?	2.5 Why do Christians call the day Jesus died 'Good Friday'?	2.6 For Christians, what was the impact of Pentecost?	2.6 For Christians, what kind of king was Jesus?
--	--	---	--	---	--

Personal, Social, Health, Economic (PSHE) / British Values

Health and wellbeing, Relationships, Living in the wider world	<p style="color: green; text-align: center;">Me and My Relationships</p> <p>Y4: Ok or not ok? Different feelings and under pressure</p> <p style="color: blue; text-align: center;">Mutual respect and tolerance</p>	<p style="color: green; text-align: center;">Valuing Difference</p> <p>Y5: Qualities of friendships, kind conversations, happy being me, stereotypes.</p> <p style="color: blue; text-align: center;">Rule of Law</p> <p style="color: blue; text-align: center;">What is the rule of law?</p>	<p style="color: green; text-align: center;">Keeping Safe</p> <p>Y4: Danger, risk or hazard? Checking the labels – medicines.</p> <p style="color: blue; text-align: center;">Democracy</p> <p style="color: blue; text-align: center;">How does democracy work locally?</p>	<p style="color: green; text-align: center;">Rights and Respect</p> <p>Y5: Fact or opinion? Rights, respect and duties, money and spending wisely.</p> <p style="color: blue; text-align: center;">Individual Liberty</p>	<p style="color: green; text-align: center;">Being my best</p> <p>Y4: Making choices, my school community, basic first aid, all about me!</p> <p style="color: blue; text-align: center;">Mutual respect and Tolerance</p>	<p style="color: green; text-align: center;">Growing and changing</p> <p>Y5: Taking notice of our feelings, growing and changing bodies.</p> <p style="color: blue; text-align: center;">Democracy, Responsibility, Respect</p> <p style="color: blue; text-align: center;">How can we serve our community?</p>
--	--	--	--	---	--	---

	<p>How do we include everyone?</p> <p>Children explore belonging, exclusion and the impact of words and actions.</p>	<p>Children learn the difference between rules, laws and rights, and the role of police and courts at a basic level.</p>	<p>Children learn about councillors, MPs and how concerns can be raised.</p>	<p>How do liberty and responsibility fit together?</p> <p>Children explore freedom of choice, online behaviour and personal responsibility.</p>	<p>What can we learn from different faiths and worldviews?</p> <p>Children learn through enquiry, visitors and respectful comparison.</p>	<p>Children complete a practical community contribution with a clear audience.</p>
--	---	--	--	--	--	--

Computing / Online Safety

	<p>Y4: Animation</p> <p>Children use traditional animation methods and compare these with using animation software.</p> <p>Self-Image and Identity</p> <p>Children learn how identity online may be different in reality, and describe positive ways to interact with others online.</p>	<p>Y5: Quizzing</p> <p>Children design and create interactive quizzes, exploring question types, adding creative features and developing their creative skills.</p> <p>Online Relationships</p> <p>Children describe strategies for safe and fun experiences in a range of online social environments and give examples of how to be respectful to others online.</p>	<p>Y4: Sound Stories</p> <p>Children explore the features of effective audio books and work as a team to script, record and edit their own.</p> <p>Online Bullying</p> <p>Children recognise when someone is hurt, upset or angry online and describe ways people can be bullied through a range of media.</p>	<p>Y5: Databases</p> <p>Children create their own databases as well as query existing databases to find information they are asked for.</p> <p>Managing Online information</p> <p>Children analyse information to make a judgement about accuracy of information and learn how to make their own decisions about content.</p>	<p>Y4: Coding</p> <p>Children explore, modify and create programs that include the use of timers and a variety of objects and actions.</p> <p>Health, wellbeing and lifestyle</p> <p>Children learn how technology can sometimes be a distraction in a positive and negative way, and can identify times where they may need to limit their use of technology.</p>	<p>Y5: Game Creator</p> <p>Children design and make their own 3D maze adventure game.</p> <p>Privacy and Security</p> <p>Children describe strategies for keeping personal information private and explain that the internet is never fully private.</p>
--	--	---	--	---	--	--

History / Geography

	<p>Why are rainforests important to us? (Y4 unit)</p> <p>Where are tropical rainforests? What is the Amazon like? How are rainforests changing? How is our local woodland used?</p>	<p>What is the legacy of the ancient Greek civilisation? (Y5 unit)</p> <p>Who were the ancient Greeks and when did they live? How do the ancient Greek philosophers influence us today?</p>	<p>What are rivers and how are they formed? (Y4 unit)</p> <p>What is the water cycle? How is a river formed? How are rivers used? What can we find out about our local river?</p>	<p>British History: What was life like in Tudor England? (Y5 unit)</p> <p>Henry VIII – fair ruler or tyrant? Why did Henry VIII have so many wives? Why was Anne Boleyn executed?</p>	<p>What is life like in the Alps? (Y5 unit)</p> <p>Where are the Alps? What is it like there? Why do people visit the Alps? How are the Alps different from our local area?</p>	<p>British History: Were the Viking raiders, traders or something else? (Y5 unit)</p> <p>When did the Vikings come to Britain? Where were the Viking trading routes and why was trade important? What were the Vikings' achievements and how did they impact the world?</p>
--	--	--	--	--	--	--

Physical Education

	<p>Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination.</p> <p>Master basic movements including running, jumping, throwing and catching</p>
--	--

	Football	Tag Rugby	Gymnastics/Dance	Ultimate Frisbee	Batting and Fielding	Athletics/Tennis
Art and Design / Design Technology						
Design Make Evaluate	Craft and Design: Fabric of Nature (Y4 unit) Inspired by the rainforest, one picture/four views, creating patterns, fabric design	Electrical Systems: Doodlers (Y5 unit) Electrical systems and motors, Doodler design and construction	Painting and Mixed Media: Light and Dark (Y4 unit) Tints and shades, three dimensions, painting techniques, composition and still life	Structures – Helmets (Y4 unit) Exploring shell structures, making papier-mâché shells, strengthening techniques, evaluation	Drawing: Exploring tone, texture and proportion (Y4 unit) 3D pencil drawings, texture and tone, understanding proportion, creating an effective composition.	Cooking – Adapting a recipe Exploring existing biscuits, basic biscuit recipe, budgeting, packaging and testing the new recipe.
Music						
Singing Performing Listening and appraising Composing and improvising	Listening & appraising: Describe music and identify key features in line with the musical elements of beat, tempo and texture. Share opinions using simple musical vocabulary.	Composing & improvising: Compose music for a specific purpose or based on a theme.	Listening & appraising: Explore longer and more complex pieces of music.	Singing: Sing with accuracy, expression and confidence Perform songs with 2 independent parts and simple harmony. Maintain vocal control across a wider range of notes. Whole Class Ensemble Tuition (10-weeks) Children learn an instrument together over 10-weeks, taught by a tutor. Each child is given their own instrument to use during the lesson and they are taught as a whole class ensemble.	Listening & appraising: Explore longer and more complex pieces of music	Composing & improvising: Use musical notation to plan and record ideas

<p>Our curriculum vision</p>	<p>'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.' 1 Corinthians 16:13-14</p> <p>We are committed to developing confident, curious and responsible learners who are well-prepared for the next stage of their education. Through a carefully planned curriculum and a wide range of enrichment opportunities, underpinned by our Christian values – kindness, respect, friendship, courage and responsibility – pupils are encouraged to think deeply, work collaboratively and develop the skills and attitudes they need to thrive both in school and beyond.</p>											
<p>Termly Themes Year B</p>	<p>Circle of Life</p>	<p>Anglo Saxons</p>	<p>The Power of Water</p>	<p>Magnificent Maya</p>	<p>Desert Dwellers</p>	<p>Forces at Work</p>						
<p>Key Texts</p>												
<p>English</p>												
<p>Spoken Language</p>	<p>Listening and attention: Y4 - Listens carefully and responds relevantly. Tracks key ideas in discussion. Y5 – Sustains attention in longer discussion. Identifies main point and viewpoints.</p> <p>Vocabulary and language choice: Y4 – Selects vocabulary to suit purpose and subject. Uses precise language more often. Y5 – Uses ambitious and subject-specific vocabulary effectively. Begins to adjust formality.</p> <p>Sentence construction and spoken fluency: Y4 - Speaks with increasing fluency and precision. Develops ideas across several linked sentences. Y5 - Sustains spoken explanations and arguments. Organises talk clearly for listeners.</p> <p>Discussion and interaction: Y4 - Responds to others and extends discussion. Begins to challenge respectfully. Y5 - Engages actively in discussion. Builds, questions and redirects ideas appropriately.</p> <p>Explanation, reasoning and justification: Y4 - Explains clearly using evidence, examples or comparison. Y5 - Justifies opinions with evidence. Speculates and hypothesises. Considers more than one view.</p> <p>Presentation, audience and register: Y4 - Adapts volume, pace and language for audience. Presents with greater clarity. Y5 - Uses an appropriate style for task and audience. Contributes to presentations, performance and debate.</p>											

Handwriting	<u>Year 4</u> <ul style="list-style-type: none"> • use joined handwriting consistently across independent writing • apply joins with increasing accuracy and automaticity • understand more securely which letters are best left unjoined • increase the legibility, consistency and quality of handwriting • write with enough fluency that handwriting supports, rather than slows, composition 		<u>Year 5</u> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices • decide whether or not to join specific letters • continue to improve speed so handwriting does not get in the way of writing 			
All reading skills are revisited and embedded and each half-term has a dominant focus. <i>Half-term sequencing reflects the school's curriculum design. National Curriculum reading objectives are statutory by year group or phase, not by half-term.</i>						
Reading	<u>Retrieval</u> Y4: Retrieving and recording information from non-fiction, and identifying main ideas drawn from more than one paragraph; Y5: Summarising the main ideas drawn from more than one paragraph and identifying key details that support them.	<u>Inference</u> Y4: Drawing inferences and justifying them with evidence from what is read; Y5: Drawing inferences such as characters' feelings, thoughts and motives, and justifying these with evidence.	<u>Vocabulary</u> Y4: Discussing words and phrases that capture the reader's interest and exploring meaning in context; Y5: Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.	<u>Authorial intent</u> Y4: Identifying how language, structure and presentation contribute to meaning; Y5: Identifying how language, structure and presentation contribute to meaning.	<u>Comparison</u> Y4: Identifying themes and conventions in a wide range of books; Y5: Identifying and discussing themes and conventions across a wide range of writing	<u>Evaluation</u> Y4: Explaining and justifying understanding and views, including through discussion and presentation; Y5: Distinguishing between statements of fact and opinion, and providing reasoned justifications for views
Writing (For grammar, punctuation and spelling, see the progression documents)	<p>To inform: Diary entry based on a character from a book</p> <p>To inform: Non-chronological report linked to: (c) Rainforests (Geog.) (d) Where our food comes from (Geog.)</p> <p>To entertain: 1st person narrative inspired by a book</p> <p>INDEPENDENT WRITE: A diary entry written from the perspective of a book character.</p>	<p>To entertain: A setting description of: (c) Ancient Greece (History) (d) Anglo-Saxon Britain (History)</p> <p>To entertain: A simile poem</p> <p>To inform: A set of instructions explaining: (c) How to make a Doodler (DT) (d) How to make a book sleeve (DT)</p> <p>INDEPENDENT WRITE:</p>	<p>To inform: A biography detailing the life of: (a) A Greek Philosopher (History) (b) King Alfred the Great (History)</p> <p>To persuade: A formal letter writing to persuade: (c) The Prime Minister that we should be investing more money on space exploration (Science) (d) A manifesto persuading other</p>	<p>To inform: An explanation, written for a children's science book, of: (c) How sound works (Science) (d) States of Matter (Science)</p> <p>To entertain: A short 3rd person narrative inspired by our World Book Day text</p> <p>To entertain: A cinquain poem inspired by music.</p> <p>INDEPENDENT WRITE:</p>	<p>To inform: A newspaper article about a fictional event: (c) Young climbers rescued after blizzard in the Alps. (d) Archaeologists uncover ancient settlement in the desert.</p> <p>To entertain: A 3rd person narrative which includes a setting description of: (c) The Alps (d) The Desert</p> <p>INDEPENDENT WRITE:</p>	<p>To entertain: A series of diamante poems comparing 2 different things.</p> <p>To inform: A balanced argument considering: (c) Were the Vikings raiders or traders? (History) (d) Should bikes and vehicles be designed more for speed or for safety? (Science)</p> <p>To inform: A non-chronological report about:</p>

		A setting description	people to vote for you (British Values) INDEPENDENT WRITE: A non-chronological report about: (b) Ancient Greece (History) The Anglo-Saxons (History)	A biography of: (c) King Henry VIII (d) A famous composer	A persuasive piece trying to persuade someone in school.	(c) The human digestive system (Science) (d) Forces (Science) INDEPENDENT WRITE: A 3rd person narrative which includes a setting description of a fantasy land.
--	--	------------------------------	--	--	---	---

Maths

Fluency, Reasoning, Problem-Solving	Y4: Number and place value; Shape	Y4: Multiplication tables; Multiplication and Division; Addition and subtraction: mental methods	Y4: Multiplication tables; Addition and Subtraction: Written methods	Y4: Multiplication and Division; Angles	Y4: Decimals; Fractions: Calculating; Fractions	Y4: Addition and Subtraction: Decimals; Time and converting units; Perimeter and Area; Position and Direction; Statistics
	Y5: Number and place value; Decimals	Y5: Addition and Subtraction; Multiplication and Division: Powers of 10; Properties of numbers	Y5: Multiplication and division: written methods; position and direction	Y5: Fractions, decimals and percentages; Length, Mass and Capacity	Y5: Fractions: Calculating	Y5: Area and volume; Shape; Time; Statistics

Science

	Animals including humans (Y5 unit) Children will learn to describe the changes as humans develop to old age.	Living things and their habitats (Y4 unit) Children will learn how to recognise that living things can be grouped in a variety of ways and explore classification.	Properties of materials (Y5 unit) Children learn how to compare and group together everyday materials on the basis of their properties.	States of matter (Y4 unit) Children will compare and group materials together according to whether they are solids, liquids or gases and observe that materials change state when they are heated or cooled.	Living things and their habitats (Y5 unit) Children will learn all about life cycles, reproduction and animal characteristics.	Forces (Y5 unit) Children will learn about the force of gravity and the effects of air resistance, water resistance and friction.
--	--	--	---	--	--	---

Religious Education (RE)

	2.7 What do Hindus believe God is like?	2.3 Why do Christians believe Jesus was the Messiah?	2.5 What do Christians believe Jesus did to 'save' people?	2.10 What matters most to Christians and Humanists?
--	---	--	--	---

Personal, Social, Health, Economic (PSHE) / British Values

Health and wellbeing, Relationships, Living in the wider world	<p align="center">Me and My Relationships</p> <p>Y5: Collaboration challenge, give and take, how good a friend are you?</p> <p align="center">Mutual respect and tolerance</p> <p>What shapes identity and belonging?</p> <p>Children explore identity, community, bias and respectful challenge.</p>	<p align="center">Valuing Difference</p> <p>Y4: The people we share our world with, stereotypes, friends and acquaintances.</p> <p align="center">Rule of Law</p> <p>Why do laws change over time?</p> <p>Children begin to understand that laws are made, reviews and challenged through democratic systems.</p>	<p align="center">Keeping Safe</p> <p>Y5: Spot bullying, decision dilemmas, vaping, drugs and smoking – risks.</p> <p align="center">Democracy</p> <p>How do elections and campaigns work?</p> <p>Children create manifestos, debate priorities and run a mock election.</p>	<p align="center">Rights and Respect</p> <p>Y4: Who helps us stay healthy and safe? It's your right, making a difference, the news.</p> <p align="center">Individual Liberty</p> <p>What freedoms do we have and what are the limits?</p> <p>Children explore freedom of expression, privacy, boundaries and respectful disagreement.</p>	<p align="center">Being my best</p> <p>Y5: Different skills, my school community, independence and responsibility</p> <p align="center">Mutual respect and Tolerance</p> <p>What does diversity in modern Britain look like?</p> <p>Children examine diversity in faith, culture and worldview and challenge prejudice.</p>	<p align="center">Growing and changing</p> <p>Y4: Moving house, my feelings are all over the place, all change, preparing for puberty.</p> <p align="center">Democracy, Responsibility, Respect</p> <p>How can citizens influence society?</p> <p>Children design a social action or awareness campaign linked to a real issue.</p>
--	--	--	---	--	--	--

Computing / Online Safety

	<p align="center">Y5: Word Processing</p> <p>Children learn to use word processing software to edit, format and create their own documents.</p> <p align="center">Self-Image and Identity</p> <p>Children learn that identity online can sometimes be copied, modified or altered and how to make responsible choices about having an online identity.</p>	<p align="center">Y4: Effective Searching</p> <p>Children learn to use search technologies effectively by selecting clear keywords and understanding how results are ranked, refining searches for accuracy.</p> <p align="center">Online Relationships</p> <p>Children learn that there are people we communicate with online who don't always have good intentions and that is not our fault. Children what to do if they need help.</p>	<p align="center">Y5: Spreadsheets</p> <p>Children learn how spreadsheets support real-world decision making and problem solving by planning an imaginary holiday!</p> <p align="center">Online Bullying</p> <p>Children learn how to recognise online bullying and unpack the idea of 'banter'. Children learn what to do if they need help both at school and at home.</p>	<p align="center">Y4: Composing Beats</p> <p>Children explore the different elements of music, experiment with beats and compose engaging music.</p> <p align="center">Managing Online information</p> <p>Children learn how some technology can limit the information we're presented with, unpack the term 'being sceptical' and evaluate digital content to ensure I can make choices about what is trustworthy.</p>	<p align="center">Y5: Coding</p> <p>Children explore, modify and create programs that include the use of timers and a variety of objects and actions.</p> <p align="center">Health, wellbeing and lifestyle</p> <p>Children can describe how technology can be positive and negative to our health and wellbeing. They explore the benefits and risks of accessing information online about their health.</p>	<p align="center">Y4: Introduction to AI</p> <p>Children are introduced to Artificial Intelligence, exploring what it is and how it is used in today's digital world.</p> <p align="center">Privacy and Security</p> <p>Children learn what a strong password is and learn that many free apps or services may read and share private information with others – app permissions.</p>
--	--	--	--	---	---	--

History / Geography

	<p>Where does our food come from? (Y4 unit) How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate?</p>	<p>British History: What changed in Britain after the Anglo-Saxon invasion? (Y4 unit) Who were the Anglo-Saxons and the Scots? What did Anglo-Saxon settlements look like? How did Christianity arrive in Britain? Was King Alfred really 'Great'?</p>	<p>Why do oceans matter? (Y5 unit) How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans?</p>	<p>How did achievements of the Ancient Maya impact their society and beyond? (Y4 unit) How did the ancient Maya settle in a rainforest? What do remains tell us about ancient Maya cities? What did the ancient Maya believe? How did Maya reflect world beliefs in their inventions?</p>	<p>Would you like to live in the desert? (Y5 unit) What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts?</p>	<p>How have children's lives changed? (Y4 unit) Why did Tudor children work and what was it like? What were children's jobs like in Victorian England? How did Lord Shaftesbury help change the lives of children?</p>
--	--	---	--	--	--	---

Physical Education

	<p>Gross Motor Skills: Fundamental movement skills, becoming more competent and confident, and extending agility, balance and coordination. Master basic movements including running, jumping, throwing and catching</p>					
	Endball	Dodgeball	Gymnastics/Dance	Orienteering	Batting and fielding	Athletics

Art and Design / Design Technology

	<p>Drawing: Depth, emotion and movement (Y5 unit) Expressing movement, showing emotion through line, showing depth through mark making, composition for printing and printing.</p>	<p>Textiles: Fastenings (Y4 unit) Evaluating fastenings, designing my book sleeve, paper mock-up and preparing fabric, assembling my book sleeve.</p>	<p>Sculpture and 3D: Mega Materials (Y4 unit) Working with different materials moving from 2D to 3D: Soap sculptures, working with wire, recycle and recreate.</p>	<p>Structures: Bridges (Y5 unit) Arch and beam bridges, spaghetti truss bridges, building and finalising bridges.</p>	<p>Painting and Mixed Media: Portraits (Y5 unit) Poem portraits, developing drawings, self-portraits, changing faces and mixed-media portraits.</p>	<p>Mechanical Systems: Gears and Pulleys (Y5 unit) Exploring gears and improving a gear design, exploring pulleys, market research for an eco-gadget bike project.</p>
--	---	--	---	--	--	---

Music

	<p>Composing & improvising: Compose music with a clear structure (ternary form A B A).</p>	<p>Singing: Sing with accuracy, expression and confidence. Perform songs with 2 independent parts and simple harmony. Maintain vocal control across a wider range of notes.</p>	<p>Listening & appraising: Describe music and identify key features in line with the elements of beat, pitch, texture and Tempo. Share opinions using simple musical vocabulary.</p>	<p>Composing & improvising: Compose music for a specific purpose or based on a theme. Whole Class Ensemble Tuition (10-weeks) Children learn an instrument together over 10-weeks, taught by a tutor. Each child is given their own instrument to use during the lesson and they are taught as a whole class ensemble.</p>	<p>Listening & appraising: Describe music and identify key features in line with the elements of beat, pitch, texture and tempo. Share opinions using simple musical vocabulary</p>	<p>Listening & appraising: Identify changes in sound including different families of instruments and specific instruments within each family.</p>
--	---	--	---	---	--	--

