



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Cuckoo (Year 4 and 5) 2019 - 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Romans	The Romans	Stars & Space	Stars & Space	The Egyptians	The Egyptians
English	<p>Extended stories using Legends & Quests - Romulus and Remus</p> <p>Recount: trip to Colchester Castle.</p> <p>Newspaper Reports: Boudicca Rebellion</p> <p>Poetry : Exploring Form - Couplets & Clerihews</p> <p>Class book: <i>The Thieves of Ostia</i></p>	<p>Narrative: Story Writing in a historical setting (based on events at Pompeii AD79)</p> <p>Instructions:</p> <p>Roman Gods presentations</p>	<p>Imaginary World Story: space travel.</p> <p>Recount: Royal Observatory Trip (Link science)</p> <p>Poetry: from our Literacy Heritage</p> <p>Discussion: Space X</p> <p>Class book: The Jamie Drake Equation by Christopher Edge</p>	<p>Non Chronological Reports: The Planets in our Solar System</p> <p>Biography: Tim Peake link science.</p> <p>Book Week</p>	<p>Tales & Legends: Ra Creation Story Legend of Osiris</p> <p>Diary Entry: Howard Carter</p> <p>Non Chronological Reports: Ancient Egyptian Gods</p>	<p>Recount: trip to British Museum</p> <p>Explanation Texts: Ancient Egyptian burials</p> <p>Persuasive Writing: Linked to Science habitats.</p> <p>Newspaper Article: Tutankhamun</p> <p>Poetry: The Olympics</p>
Maths	<p>Place Value</p> <p>Addition & Subtraction</p> <p>Length & Perimeter</p>	<p>Multiplication & Division</p> <p>Geometry: Properties of Shape</p>	<p>Place Value</p> <p>Addition & Subtraction</p> <p>Multiplication & Division</p>	<p>Area</p> <p>Fractions</p>	<p>Place Value</p> <p>Addition & Subtractions</p> <p>Fractions, Decimals & Percentages</p>	<p>Position & Direction</p> <p>Statistics</p> <p>Converting Units & Volume</p>
Science	<p>Materials</p> <p>Working scientifically to understand reversible and irreversible changes. Plan different types of enquiries on properties of materials, including thermal insulators.</p>	<p>Electricity</p> <p>Working scientifically to understand simple circuits, conductors and insulators.</p>	<p>Earth and Space</p> <p>Working scientifically to understand relationship between the Earth, Sun and other planets. Comparing the time of day at different places on the Earth;</p>	<p>Forces</p> <p>Investigating the force of gravity; resistance and friction; Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Animals including Humans.</p> <p>Working scientifically to understand the heart, circulation, lungs, key organs, skeleton, teeth & digestion.</p>	<p>Animals and their habitats.</p> <p>Work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world.</p>



<p>History</p>	<p>Romans: The impact of the Roman invasion on Britain and associated technology, culture and beliefs.</p> <p>A visit to Colchester Castle to consider the effect of Boudicca's revolt.</p>	<p>Continuing to study Romans in Britain with a closer focus on our own locality.</p>		<p>The Space Race:</p>	<p>Ancient Egypt: We will consider the Egyptian belief system and the roles of their Gods and the treatment of the dead. We will also consider the importance of the river Nile, Egyptian Art and the building of the pyramids.</p>	
<p>Geography</p>			<p>Locate and describe places using longitude and latitude; find out about some of the important lines that delineate specific areas of the Earth; develop understanding of time zones.</p>	<p>Develop understanding of the key features of maps; study a range of maps and atlases, including digital maps, and compare their features. Learn to use the eight compass points to give directions and give grid references to locate places on a map.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>In Ancient Egypt, describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Art & Design</p>	<p>The children will further develop their techniques and use a variety of materials - including mosaics.</p>	<p>Stained Glass Window Designs (Link RE)</p>	<p>Explore charcoal and chalk as a media.</p>	<p>Peter Thorpe - Space artist (Link Topic)</p>	<p>Explore Egyptian stylized form of painting.</p>	<p>Explore painting techniques.</p>
<p>Design Technology</p>	<p>Design & Make a Roman Shield</p>	<p>The children will use a range of tools to safely cut, shape and join. Evaluating and improving a finished product.</p>	<p>Design and make a "balloon" space buggy</p>	<p>Puppet Making (book week)</p>	<p>Design, make and evaluate Egyptian clay pots.</p>	<p>Make bread using different types of flour.</p>
<p>Music</p>	<p>We will be studying Roman music and musical instruments, learning and then performing a song linking with our topic, and</p>	<p>This half term we will be listening and responding to music connected to the Romans and then</p>	<p>To begin Spring term we will be studying and responding to Holst's <i>Planet Suite</i> looking at the orchestra and</p>	<p>We will be creating our own composition inspired by <i>The Planet Suite</i>, considering the elements of music. We</p>	<p>During the summer term we will be continuing our work on notation and learning to play the ukelele. We will also study</p>	<p>We will be continuing with the ukulele and learning a song to perform altogether. We will also be creating</p>



	creating our own rhythmic pieces using the story of Boudicca. We will also be learning about and listening to music by our first two Composers of the Month, Vaughan Williams and Amy Beach.	concentrating on learning our songs for the Christmas production. We will also be learning about and listening to music by our next Composers of the Month, Chopin and Prokofiev.	discovering how the different planets are represented in the music. We will also be learning about and listening to music by our two Composers of the Month, Brahms and Stravinsky.	will be learning our songs for the Easter celebration and also learning about and listening to music by our next Composer of the Month, Haydn.	instruments and their construction comparing them with Egyptian instruments. We will be learning about and listening to our two Composers of the Month, Chaminade and Faure.	some artwork based on Mussorgsky's <i>Pictures at an Exhibition</i> . We will also study our final Composers of the Month, Copland and Bernstein.
PE	Team games - focus on communication, collaboration and competition (tag rugby) Gymnastics - Sequences Levels Flight	Team games - focus on awareness for positional play when attacking and defending (football). Dance - Use the theme of 'Celtic Warriors.'.	Team games to develop a greater awareness of tactics and positional play (hockey). Gymnastics - Pathways Symmetry and Asymmetry.	Team games developing skills for use in striking and fielding games (cricket) Dance - Space dance	Team games developing skills for use in Striking and Fielding games (rounders) Gymnastics - Balance and Continuity Flow Strength and Lightness	Athletics skills
Computing	E-Safety: Play:Like:Share Why we need to protect ourselves and our friends when communicating online and the best way to do this. Identify unsafe behaviour online.	Internet Research and Webpage Design: Children will further develop their skills for searching the Internet with the introduction of creating and editing a webpage. E-Safety: Fact & Fiction online. Spotting Fake News online.	Programming: Using Scratch to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating. E-safety: Children are encouraged to consider use of logins and passwords,	Using & Applying Skills: Controlling Devices: Flowol E-safety: Cyberbullying. Digital Citizenship	Animation: Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. Compare a range of free animation software and children incorporate the different techniques into their own animation. E-safety: Privacy settings. Use of their own images and photos and those of others.	3-D Modeling: To create simple and complex 3D models; add detail and manipulate 3D models using a variety of tools. E-safety: scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.



<p>RE</p>	<p>ISLAM The Qur'an The revelation of the Qur'an to the Prophet Muhammad The Five Pillars of Islam The content of the Qur'an: it contains many people and stories found in the Bible The fact that Jesus (Isa) is a revered prophet in Islam</p>	<p>CHRISTIANITY The importance of Jesus: Jesus, born a Jew, was the founder of Christianity His birth, actions [for example, miracles], teaching, death and resurrection are of great significance for Christians <i>With an emphasis on Christmas.</i></p>	<p>SIKHISM Beliefs and Rites of Passage The Five Ks and the turban The Harmandir (Golden Temple of the Sikhs in Amritsar) Sikh initiation or baptism: the amrit ceremony</p>	<p>CHRISTIANITY Variety within Christianity Different churches, denominations. Events recalled during Holy Week</p>	<p>BUDDHISM The Buddhist Way of Life The Middle Way The Noble Eightfold Path Enlightenment and Nirvana/Nibbana Buddhist devotional practices, including meditation</p>	<p>CHRISTIANITY Local and International Scale The role of the Church of England in Britain today, with the monarch at its head The role of the local church and priest or minister in the life of the community The worldwide Church Global Christian outreach</p>
<p>PSHE</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p>What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>
<p>Languages French</p>	<p>Unit 13 - En route pour l'école In this unit children learn to say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route</p>	<p>Unit 14 - Notre école In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours</p>	<p>Unit 15 - Bon appétit In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.</p>	<p>Unit 16 - Monter un café Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.</p>	<p>Unit 17 - Scène de plage Children will use both new and familiar language to describe a painting, Scène de plage by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.</p>	<p>Unit 18 - Au parc d'attractions Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the</p>



to school. They learn some strategies for keeping a conversation going.

and

rides.