



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Cuckoo (Year 4 and 5) 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Romans What was Britain like before the Roman invasion? How was Britain influenced by the Roman empire? How did Rome become so powerful?		Earth & Space How can we find out about our solar system? How does the Earth and other planets move in our solar system?		Ancient Egyptians How can we discover what ancient Egypt was like over 5000 years ago? How and why were pyramids built? Why was the river Nile so important? How has it changed today?	
English	Fiction: Story writing in a historical setting Non-Fiction: Journalistic Writing Poetry: Exploring Form	Fiction: Myths & Legends Non-Fiction: Recount - diary writing Debate	Fiction: Imaginative Stories Non-Fiction: Biography Poetry: Narrative poetry	Fiction: Book Week Non-Fiction: Non-Chronological Reports Non-Fiction: Persuasive Writing	Fiction: Stories from other cultures Non-Fiction: Instructions & Explanations Poetry: Performance	Fiction: Mystery Stories Non-Fiction: Letter Writing Report Writing
Maths	Number: Place Value Number: Addition & Subtraction	Number: Multiplication & Division A Measurement: Length, Perimeter & Area	Number: Multiplication & Division B Number: Fractions A	Number: Fractions B Geometry: Position & Direction Number: Decimals (inc Yr5 Percentages)	Number: Decimals (inc Yr5 Percentages) Number: Decimals (inc Yr4 Money) Statistics	Geometry: Properties of Shape Measurement: Time Measurement: Converting Units & Volume
Science	Materials Working scientifically to understand reversible and irreversible changes. Plan different types of enquiries on properties of materials, including thermal insulators.	Forces & Magnetism 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.	Earth and Space Working scientifically to understand relationship between the Earth, Sun and other planets. Understand how planets move in our solar system Investigate night and day at different places on the Earth; A visit to the Royal Observatory & Planetarium (TBC)	Electricity Working scientifically to understand simple circuits, conductors and insulators. Link to DT moving Rovers.	Living things and their habitats Working scientifically to recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Recognise that environments can change and that this can sometimes pose dangers to living things.	Living things and their habitats. 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. To describe the life process of reproduction in some plants and animals.



History	The Romans: The impact of the Roman invasion on Britain and associated technology, culture and beliefs. Continuing to study Romans in Britain with a closer focus on our own locality.				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.	
Geography	Locate places linked to Romans invasions, including key sites in Britain and Europe using maps and atlases.		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.	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.		Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Comparing modern day to Ancient Egypt land use.
Art & Design	The children will further develop their techniques and use a variety of materials –including mosaics.		Light and Dark - Explore charcoal and chalk as a media. Peter Thorpe - Abstract Art - Space theme		Investigate the style, pattern and characteristics of Ancient Egyptian Art Georgia O'Keeffe - Close ups of natural forms	
Design Technology	The children will use a range of tools to safely cut, shape and join. Evaluating and improving a finished product. (Pencil Cases)		Design, make and evaluate a moving Mars Rover, using an electrical circuit.		Make bread using different types of flour and flavourings.	
Music	Rhythm, notation Studying Roman music and musical instruments Learning and then performing a song Creating and notating rhythmic pieces using the story of Boudicca. Composer of the Month	Listening and responding to music connected to the Romans Learning our songs for the Christmas production. Composer of the Month	Music of Space, composition, singing Holst's <i>Planet Suite</i> Music from films about space Composer of the Month	Creating a composition inspired by <i>The Planet Suite</i> Learning our songs for the Easter celebration Composer of the Month	Notation, learning an instrument, composer study Continuing our work on notation and learning to play the ukulele. We will also study instruments and their construction comparing them with Egyptian instruments. Composer of the Month	Continuing with the ukulele and learning a song to perform altogether. We will also be creating some artwork based on <i>Mussorgsky's Pictures at an Exhibition</i> . Composer of the Month



PE	Invasion games - focus on communication, collaboration and competition (tag rugby) Gymnastics: sequences, levels, flight	Invasion games - focus on awareness for positional play when attacking and defending (hockey) Dance: Use the theme of 'Celtic Warriors.'."	Invasion games to develop a greater awareness of tactics and positional play (football) Gymnastics: pathways symmetry and asymmetry.	Team games developing skills for use in invasion games (netball) Team games developing skills for use in striking and fielding games (cricket)	Athletics developing running, jumping and throwing skills Team games developing movement skills required for overarm serves, rallies and volleys. Further develop co-ordination, balance and speed (tennis)	Team games developing skills for use in striking and fielding games (rounders) Athletics developing running, jumping and throwing 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. Use of their own images and photos and those of others. Children are encouraged to consider use of logins and passwords.	Programming A Using Scratch to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.	Computing systems and networks The Internet Children will learn to recognise how networked devices make up the internet. They will describe how content can be created and accessed by people. E-Safety: Fact & Fiction online. Evaluating the consequences of unreliable content.	Programming B Repetition in games. Children will learn to develop and modify designs that include two or more loops which run at the same time. They will create a final project that included repetition.	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.	Creating Media Photo Editing Children will experiment with different colour effects, composition and combining images. They will evaluate how changes can improve an image. E-safety: scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality.
RE (2)	Religion: Islam Theme: Beliefs into Practices Key Question: What is the best way for a Muslim to show commitment to God?	Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother?	Religion: Christianity Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal?	Religion: Christianity Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Religion: Islam Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?	



PSHE	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying & being unique	Dreams & Goals Aspirations, how to achieve goals and understand the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Languages French	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 and quarter past.	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.	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.	Unit 17 - Scène de plage Children will use both new and familiar language to describe a painting, <i>Scène de plage</i> by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.	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 rides.	Unit 19 - Les quatre Saisons The children learn to describe seasons using a poem <i>Le retour du printemps</i> and the music from Vivaldi's <i>Four Seasons</i> . They learn to talk about what the weather was like. They work on an end of unit performance to consolidate and celebrate their learning.