



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Cuckoo (Year 4 and 5) 2020-2021

	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>Poetry : Exploring Form - Couplets & Clerihews</p> <p>Newspaper Reports: Boudicca Rebellion</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) - A day in Pompeii</p> <p>Recount: Diary of a Roman Gladiator.</p> <p>Debate: For and against fighting the Romans from Iceni point of view.</p> <p>Roman Gods presentations</p>	<p>Imaginary World Story: space travel.</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: Katherine Johnson</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>Explanation Texts: Ancient Egyptian burials</p> <p>Persuasive Writing: Linked to science.</p> <p>Newspaper Article: Tutankhamun</p> <p>Poetry: The Olympics</p>
Maths	<p>Number: Place Value</p> <p>Number: Addition & Subtraction</p>	<p>Number: Multiplication & Division</p> <p>Measurement: Length, Perimeter & Area</p>	<p>Number: Multiplication & Division</p> <p>Number: Fractions</p>	<p>Number: Fractions</p> <p>Number: Decimals (inc Yr5 Percentages)</p>	<p>Number: Decimals (inc Yr4 Money)</p> <p>Measurement: Time Statistics</p>	<p>Geometry: Properties of Shape</p> <p>Geometry: Position & Direction</p> <p>Measurement: Converting Units & Volume</p>
	<p>Materials</p> <p>Working scientifically to understand reversible and irreversible changes.</p> <p>Plan different types of</p>	<p>Forces & Magnetism</p> <p>Investigating the force of gravity; resistance and friction; Recognise that some mechanisms,</p>	<p>Earth and Space Working scientifically to understand relationship between the Earth, Sun and other planets. Understand how planets move in our solar system</p> <p>Investigate night and day at different places on</p>		<p>Animals including Humans (Yr 4)</p> <p>Working scientifically to understand the heart, circulation, lungs, key</p>	<p>Animals and their habitats.</p> <p>Work scientifically by: observing and comparing the life cycles of plants</p>



	enquiries on properties of materials, including thermal insulators.	including levers, pulleys and gears, allow a smaller force to have a greater effect.	the Earth; A visit to the Royal Observatory & Planetarium (TBC)	organs, skeleton, teeth & digestion. Sex Education (Yr 4 & 5) Electricity (Yr 5) Working scientifically to understand simple circuits, conductors and insulators.	and animals in their local environment with other plants and animals around the world.	
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. A visit to Colchester Castle to consider the effect of Boudicca's revolt. (TBC)			The Space Race: NASA - Katherine Johnson & role of women.	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	Describe types of settlement and land use, economic activity including trade links (Roman roads). Locate places linked to Roman 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.	Use fieldwork to observe, measure and record the human and physical features in the local area. 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.	
Art & Design	The children will further develop their techniques and use a variety of materials - including mosaics.	Using clay to create Roman artefacts.	Light and Dark - Explore charcoal and chalk as a media.	Peter Thorpe - Space artist (Link Topic) Collage techniques	Explore Egyptian stylized form of painting. Printing techniques	Explore painting techniques.
Design Technology	Design & Make a Roman Shield.	Enterprise Project. The children will use a range of tools to safely cut, shape and join. Evaluating and improving a finished product.	Design, make and evaluate a lunar buggy.	Design, make and evaluate Egyptian clay pots. Cartouche Egyptian jewellery	Make bread using different types of flour.	



<p>Music</p>	<p>We will be studying Roman music and musical instruments, learning and then performing a song linking with our topic, and 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.</p>	<p>This half term we will be listening and responding to music connected to the Romans and then 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.</p>	<p>To begin Spring term we will be studying and responding to Holst's <i>Planet Suite</i> looking at the orchestra and 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.</p>	<p>We will be creating our own composition inspired by <i>The Planet Suite</i>, considering the elements of music. We 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.</p>	<p>During the summer term we will be continuing our work on notation and learning to play the ukelele. We will also study 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.</p>	<p>We will be 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>. We will also study our final Composers of the Month, Copland and Bernstein.</p>
<p>PE</p>	<p>Team games - focus on communication, collaboration and competition (tag rugby) Gymnastics: sequences, levels, flight</p>	<p>Team games - focus on awareness for positional play when attacking and defending (football). Dance: Use the theme of 'Celtic Warriors.'"</p>	<p>Team games to develop a greater awareness of tactics and positional play (hockey). Gymnastics: pathways symmetry and asymmetry.</p>	<p>Team games developing skills for use in striking and fielding games (cricket) Dance: space themed dance</p>	<p>Team games developing skills for use in Striking and Fielding games (rounders) Gymnastics: balance and continuity, flow, strength and lightness</p>	<p>Athletics developing running, jumping and throwing skills Outdoor and adventurous activities</p>
<p>Computing</p>	<p>E-Safety <i>Play:Like:Share</i> 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</p>	<p>Programing 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.</p>	<p>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.</p>	<p>Using & Applying Skills Controlling Devices: Flowol E-safety: Cyberbullying. Digital Citizenship</p>	<p>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.</p>	<p>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>
<p>RE (A)</p>	<p>Islam The Qur'an The revelation of the Qur'an to the Prophet Muhammad The Five Pillars of Islam</p>	<p>Christianity The Bible: The importance of the Bible for Christians The content of the</p>	<p>Sikhism Important Events and Beliefs Guru Nanak, the founder of Sikhism</p>	<p>Christianity Events recalled during Holy Week: Palm Sunday The Last Supper,</p>	<p>Judaism Home Life and Worship The importance of the home in Jewish life: keeping a Kosher home</p>	<p>Hinduism Creation and Reincarnation The concept of Brahman The Trimurti: Brahma</p>



	<p>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>Bible: Old and New Testaments, the four Gospels The creation story The importance of Jesus: His birth, actions [for example, miracles], teaching, death and resurrection are of great significance for Christians</p>	<p>Guru Gobind Singh and the formation of the Khalsa The Mool Mantar The importance of equality in Sikhism</p>	<p>The crucifixion, commemorated on Good Friday and by the fact that the cross is the central symbol of Christianity The resurrection, celebrated on Easter Day</p>	<p>and observing dietary laws Observing shabbat in the home and the synagogue Features of the synagogue What happens inside the synagogue The Shema and the Mezuzah</p>	<p>(creator), Vishnu (preserver) and Shiva (destroyer) Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth) Hindu creation stories The AUM/OM symbol</p>
PSHE	<p>Relationships Families and friendships Safe relationships Respecting ourselves and others</p>		<p>Living in the wider world Belonging to a community Media literacy and digital resilience Money and work</p>		<p>Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe</p>	
Languages French	<p>Unit 17 - Scene 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 rides.</p>	<p>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.</p>	<p>Unit 20 - Les Planètes The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>	<p>Unit 21 - Notre Monde In this unit children find out about some French-speaking countries in Africa. They compare and contrast these with France. There is an opportunity to exchange information on their local area with a school abroad.</p>	<p>Unit 22 - Je suis le musician In this unit children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I am the Music Man'. Children explore rhythm and use this as a strategy for remembering and practising new language. They work in groups to create a rap or song for a</p>



						performance and explain what musical instrument they are going to play.
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