



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Cuckoo (Year 4 and 5) 2022-23

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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: Myths & Legends Non-Fiction: Journalistic Writing Poetry: Exploring Form | Fiction: Story writing in a historical setting 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 Poetry | 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 Number: Decimals (inc Yr5 Percentages) | Number: Decimals (inc Yr4 Money) Measurement: Time Statistics | Geometry: Properties of Shape Geometry: Position & Direction 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 | 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 |



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| | | | | | and that this can sometimes pose dangers to living things. | 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. | | 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 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. | Use fieldwork to observe, measure and record the human and physical features in the local area. | 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 | Using clay to create Roman artefacts. 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 - Space artist (Link Topic) | | Explore Egyptian stylized form of painting. Printing techniques | |
| 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 lunar buggy. | | Make bread using different types of flour. | |
| Music | Rhythm, notation Studying Roman music and musical instruments Learning and then performing a song | Listening and responding to music connected to the Romans Learning our songs for | Music of Space, composition, singing Holst's Planet Suite Music from films about space | Creating a composition inspired by The Planet Suite Learning our songs for | Notation, learning an instrument, composer study Continuing our work on notation and learning to play the ukelele. We will also study instruments | Continuing with the ukulele and learning a song to perform altogether. Composer study- |



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| | <p>Creating and notating rhythmic pieces using the story of Boudicca.</p> <p>Composer of the Month</p> | <p>the Christmas production.</p> <p>Composer of the Month</p> <p>Singing Assembly</p> | <p>Composer of the Month</p> | <p>the Easter celebration</p> <p>Composer of the Month</p> <p>Singing Assembly</p> | <p>and their construction comparing them with Egyptian instruments.</p> <p>Composer of the Month</p> | <p>Mussorgsky's Pictures at an Exhibition.</p> <p>Composer of the Month</p> <p>Singing Assembly</p> |
| PE | <p>Invasion games - focus on communication, collaboration and competition (tag rugby)</p> <p>Gymnastics: sequences, levels, flight</p> | <p>Invasion games - focus on awareness for positional play when attacking and defending (football)</p> <p>Dance: Use the theme of 'Celtic Warriors.'"</p> | <p>Invasion games to develop a greater awareness of tactics and positional play (hockey)</p> <p>Gymnastics: pathways symmetry and asymmetry.</p> | <p>Team games developing skills for use in invasion games (netball)</p> <p>Dance: space themed dance</p> | <p>Team games developing skills for use in striking and fielding games (rounders)</p> <p>Team games developing movement skills required for overarm serves, rallies and volleys. Further develop co-ordination, balance and speed (tennis)</p> | <p>Athletics developing running, jumping and throwing skills</p> <p>Team games developing skills for use in striking and fielding games (cricket)</p> |
| Computing | <p>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.</p> | <p>Programming A Using Scratch to teach children the wider programming skills of solving problems, testing, debugging, improving and evaluating.</p> | <p>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.</p> | <p>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.</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>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.</p> |



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| <p>RE (A)</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</p> | <p>Christianity The Bible: The importance of the Bible for Christians The content of the Bible: Old and New Testaments, the four Gospels The importance of Jesus: His birth, actions, teaching, death and resurrection are of great significance for Christians</p> | <p>Sikhism Important Events and Beliefs Guru Nanak, the founder of Sikhism Guru Gobind Singh and the formation of the Khalsa The Mool Mantar The importance of equality in Sikhism</p> | <p>Christianity Events recalled during Holy Week: Palm Sunday The Last Supper, 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>Judaism Home Life and Worship The importance of the home in Jewish life: keeping a Kosher home 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>Hinduism Creation and Reincarnation The concept of Brahman The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer) Reincarnation and the concepts of moksha dharma (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth) Hindu creation stories</p> |
| <p>PSHE</p> | <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, including RSE (Yr4) Keeping safe</p> | |
| <p>Languages French</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. Language Following and writing instructions for a recipe Perfect tense: manger, boire The use of du, de la, de l',</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. Language Quantities Transactional language for a café Seeking clarification</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. Language Simple description Adjectives to add detail</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. Language</p> | <p>Unit 19 - Les quatre Saisons The children learn to describe seasons using a poem Le retour du printemps and the music from Vivaldi's Four Seasons. They learn to talk about what the weather was like. Language Making simple statements Describing the weather with reference to the</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> |



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| | <p>des Compound sentences using et and mais Imperative: vous of some regular and irregular verbs Phonic revision: an/en au/eau</p> | <p>Perfect tense: il/elle a mangé, il/elle a bu Prepositions: au à la Phonics: Using phoneme-grapheme correspondence to work out the pronunciation of new words, revision of ill-</p> | <p>and interest Writing instructions Regular _er verbs Dormir: il/elle dort Imperatives: tu form of some regular and irregular verbs C'ect, ce n'est pas+ noun Phonics: revision of au/eau, il and elle</p> | <p>Making statements with reference to the past Expressing an opinion with an explanation.</p> | <p>past and present Using adjectives as antonyms Prepositions: en, au Imperfect tense: il faisait beau/chaud Adjectives: agreement and position Phonics: Phoneme-grapheme correspondence to aid writing.</p> | |
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