



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Cuckoo (Year 4 and 5) 2023-2024

	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: 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	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.	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	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 lunar buggy, using an electrical circuit.		Make bread using different types of flour and flavourings	
Music	We will be learning and then performing a song with differing vocal parts linking with our topic the Romans, and creating our own rhythmic ostinato pieces using the story of Boudicca. We will also be learning about and listening to music by our first two Composers of the Month.	This half term we will be listening and responding to music connected to the Romans and then we will be concentrating on learning traditional and new songs for Christmas. We will also be learning about and listening to music by our next Composers of the Month.	This half 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 create a short whole class percussion piece inspired by <i>Spiral Galaxy</i> . We will also be	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.	This half term we will be learning to play an instrument (ukelele) as a whole class. We will read and play chords and learn a song to sing and play as well. We will also be learning about and listening to music by our two Composers of the Month.	We will finish our ukulele module and then our <i>Composer Study</i> is <i>Pictures at an Exhibition</i> by Mussorgsky. We will also be learning about and listening to music by our next Composer of the Month.



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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 (hockey)</p> <p>Dance: Use the theme of 'Celtic Warriors.'"</p>	<p>Invasion games to develop a greater awareness of tactics and positional play (football)</p> <p>Gymnastics: pathways symmetry and asymmetry.</p>	<p>Team games developing skills for use in invasion games (netball)</p> <p>Team games developing skills for use in striking and fielding games (cricket)</p>	<p>Athletics developing running, jumping and throwing skills</p> <p>Team games developing movement skills required for overarm serves, rallies and volleys. Further develop co-ordination, balance and speed (tennis)</p>	<p>Team games developing skills for use in striking and fielding games (rounders)</p> <p>Athletics developing running, jumping and throwing skills</p>
Computing	<p>E-Safety <i>Play:Like:Share</i></p> <p>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</p> <p>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</p> <p>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.</p> <p>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</p> <p>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</p> <p>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>
RE (1)	<p>Sikhism Belief into action Key Question: How far would a Sikh go for his/ her religion?</p>	<p>Christianity Christmas Concept: Incarnation Key Question: Is the Christmas story true?</p>	<p>Sikhism Beliefs and moral values Key Question: Are Sikh stories important today?</p>	<p>Christianity Easter Concept: Salvation Key Question: How significant is it for Christians to believe</p>	<p>Sikhism Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God?</p>	<p>Christianity Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God?</p>



				God intended Jesus to die?		
PSHE	Relationships Families and friendships Safe relationships Respecting ourselves and others		Living in the wider world Belonging to a community Media literacy and digital resilience Money and work		Health and Wellbeing Physical health and mental wellbeing Growing and changing, including RSE (Yr4) Keeping safe	
Languages French	Getting to know You The children will apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story provides a fun background for some of the grammar work, whereas career ambitions help with the rest.	All About Ourselves The children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills	That's Tasty The children will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.	Family and Friends The children will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.	School Life	Time Travelling