







## Year 4/5 (Key Stage Two) 2022-2023

	Autumn One (weeks)	Autumn Two (weeks)	Spring One (weeks)	Spring Two (weeks)	Summer One (weeks)	Summer Two ( weeks)
<b>Topic Title / Information:</b>	<b>ANCIENT EGYPT</b> 	<b>UK GEOGRAPHY FOCUS</b> 	<b>WW2 BATTLE OF BRITAIN</b> 	<b>FIELDWORK SOUND AND NANTWICH</b> 	<b>CRIME AND PUNISHMENT</b> 	<b>GEOGRAPHY KEY SKILLS</b> 
<b>Enquiry Question</b>	<b>What does evidence tell us about everyday life for men, women and children?</b>	<b>How is Britain organised locally and nationally and why?</b>	<b>How was Britain able to stand firm against the German threat?</b>	<b>Why do people travel into Nantwich town centre?</b>	<b>Has the way we catch and punish criminals improved in the last 100 years?</b>	<b>How can we save and protect the animals of the future and be responsible citizens?</b>
<b>Enrichments including trips/visitors</b>	<b>WOW!!</b>  <b>Be Egyptologists and discover amazing facts about mummification.</b>	<b>WOW!</b>  <b>Become experts about counties, cities and the physical characteristics of Great Britain.</b>	<b>Wow!!</b>  <b>Trip to Stockport Air Raid Shelters.</b>	<b>WOW!!</b>  <b>Trip to Nantwich.</b>	<b>WOW!</b>  <b>Trip to Shrewsbury Jail</b>	<b>WOW!</b>  <b>Presentation and fundraising ideas for an endangered animal</b>

<b>Maths</b>	As <b>Mathematicians</b> , we will study place value and extend our mental skills for multiplication and division. We will develop and refine our use of formal methods for addition and subtraction as well as use basic formulas to solve area and perimeter questions. We will finally draw and use line graphs to find information.	As <b>Mathematicians</b> , we will study formal methods of multiplication and division. We will develop our understanding of fractions; learning equivalence, addition and multiplication of fractions. We will learn how to competently multiply and divide using multiples of 10. At the end of the term, we will learn how to use decimals and percentages.	As <b>Mathematicians</b> , we will study the addition, subtraction, multiplication and division of decimals. We will learn how to identify and measure angles. We will extend our knowledge of position and direction to the first quadrant. We will finally learn about different units of measure for mass, volume and time.
<b>English</b>	As <b>Writers</b> , we will develop our skills in 'Talk for Writing' through a range of genre including: Wishing Tale, Instructions, Defeat the Monster (suspense), Persuasive Writing (adverts), Poems on a theme (wishing)  As <b>Readers</b> , we will develop our comprehension skills, particularly focusing on retrieval, inference and deduction, through a range of stories and stand-alone texts.	As <b>Writers</b> , we will develop our skills in 'Talk for Writing' through a range of genre including: Historical story (finding tale), Non-chronological report, Newspaper report, suspense, List poems, Alphabet poems, Blackout poetry  As <b>Readers</b> , we will develop our comprehension skills, particularly focusing on inference and deduction, through a range of stories and stand-alone texts.	As <b>Writers</b> , we will develop our skills in 'Talk for Writing' through a range of genre including: Quest, Explanation text, Recount, Discussion (persuasive letter) Haiku, Kennings, Calligrams  As <b>Readers</b> , we will develop our comprehension skills, focusing on authors choice and summarisation, through a range of stories and stand-alone texts.
<b>Science</b>	As <b>Scientists</b> we will raise our own questions about the world around us. We will make our own decisions on the type of scientific enquiry we might use to answer our questions. We will work scientifically carrying out first-hand, controlled investigations using comparative and fair tests that we have designed. We will select and use equipment carefully and make decisions on the necessary observations and type of enquiry necessary. We will decide on the data to collect, make observations over time, take precise measurements and search for patterns that aid us to draw valid conclusions and predictions. We will also make identifications, classify and group materials, objects and animals when carrying out scientific enquiry. We will develop our research skills using secondary sources and will develop our understanding in aspects of biology, chemistry and physics whilst extending our use of scientific vocabulary.		

	<p>As <b>Scientists</b> we will describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions and construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>As <b>Scientists</b> we will identify appliances that run on electricity, construct a simple series circuit and recognise that a switch opens and closes a circuit. We will recognise some common conductors and insulators and know the difference between each. We will learn about safety when using electricity.</p>	<p>As <b>Scientists</b> we will compare and group materials together, according to whether they are solids, liquids or gases. We will observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>As <b>Scientists</b> we will know how sound is made associating some of them with vibrating. We will know what happens to a sound as it travels from its source to our ears and find out about the correlation between the volume of a sound and the strength of the vibrations that produced it. We will know the correlation between pitch and the object producing a sound.</p>	<p>As <b>Scientists</b> we will recognise that living things can be grouped in a variety of ways. We will explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment. And recognise that environments can change and that this can sometimes pose danger to living things.</p>
<p><b>Geography</b></p>	<p>As <b>Geographers</b> we will develop our skills using atlases, maps and globes and discuss human and physical geography in relation to Ancient Egyptians and settlement.</p> <p>As <b>Geographers</b> we will name and locate counties and cities of the United Kingdom,</p>	<p>As <b>Geographers</b> we will conduct a local fieldwork study and extend our knowledge about Sound, Wrenbury, Nantwich, Cheshire and the North West.</p>	<p>As <b>Geographers</b> we will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>We will refine our skills using the eight points of a compass, four and six-figure</p>		

	<p>geographical regions and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>We will learn how the eight points of a compass and how to read 4 and 6 figure grid references.</p>	<p>As <b>Geographers</b> we will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>We will refine our skills using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world</p> <p>We will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world</p> <p>We will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><b>History</b></p>	<p>As <b>Historians</b> we will learn about the achievements of the <b>Ancient Egyptians</b> and gain an understanding of when and where the first civilizations appeared. We will learn about the way of life in <b>Egyptian</b> times and discover what was important to them. We will consider whether these things are considered important today. We will understand and use appropriate historical vocabulary to communicate including: chronology, continuity, change and legacy.</p>	<p>As <b>Historians</b> we will investigate WW2 as an aspect of British History to extend our chronological knowledge beyond 1066. We will learn why the Battle of Britain was a significant turning point in British history.</p> <p>We will consider the diversity of experience of those living through WW2 and evaluate evidence of propaganda and censorship.</p>	<p>As <b>Historians</b> we will investigate the changes in <b>crime and punishment</b> from the Anglo-Saxons to the present.</p> <p>Through enquiry questions we will debate this topic relating to the present day where possible. This will be a major contributor to our citizenship education.</p> <p>As <b>Historians</b> we will see a broad chronological sweep of nearly 1000 years and this will enable us to gain a</p>

						greater understanding of the long arc of time.
	As <b>Historians</b> we will select and organise relevant historical information and understand how our knowledge of the past is constructed from a range of sources. We will question, study change, investigate causes, discuss similarities and differences and focus on significance.					
<b>Art</b>	As <b>Artists</b> we will develop our drawing skills through increasingly sustained time. We will refine and develop our skills of form and shape and tone and texture. We will develop our colour mixing and blending and use simple perspective in our work using a single focal point and horizon.	As <b>Artists</b> we will create 3D sculptures; planning, designing and making models from observation or imagination including using recycled, natural and man-made materials including clay to create sculptures.		As <b>Artists</b> we will work with textiles to create 3D structures; using different grades of threads and needles as well as experimenting with batik techniques. We will experiment with a range of media to overlap and layer creating interesting colours and textures and effects.		
<b>D.T.</b>	As <b>designers</b> we will design, make and evaluate a range of frame structures, learning how to reinforce and strengthen a 3D framework. We will learn about inventors, designers, engineers, manufacturers who have developed ground-breaking products.	As <b>designers</b> we will use electrical systems including simple circuit and switches to design, make and evaluate a functional product. We will learn about inventors, designers, engineers, manufacturers who have developed ground-breaking products.		As <b>designers</b> we will learn through designing, making and evaluating a product that celebrates culture and seasonality, especially linked to South America. We will develop and refine our skills to prepare and cook a variety of predominantly savoury dishes safely. We will learn about inventors, designers, chefs and manufacturers who have developed ground-breaking products.		
<b>Music</b>	Through each area of learning we will learn to sing and perform a range of songs in different musical styles and develop our awareness of pitch. We will be able to clap and copy back rhythms and one and two note riffs. We will use instruments to copy back and create answers and questions as well as improvise using a range of notes. We will also compose simple melodies in different musical styles.					
	As <b>Musicians</b> we will listen to and appraise	As <b>Musicians</b> we will develop and refine our singing and	As <b>Musicians</b> we will listen to and appraise a range	As <b>Musicians</b> we will listen to and appraise a	As <b>Musicians</b> we will begin to learn how to play the	As <b>Musicians</b> we will reflect upon the areas focused on

	a range of Pop music, with a focus on Abba.	performance skills preparing for a Christmas Carol services.	of Gospel music while exploring the theme of helping one another.	range of music by The Beatles. We will use instruments to play along with songs as well as improvising and composing versions of our own.	recorder, developing our understanding of musical notation, rhythm and pulse through our playing skills.	over the year, rewind, refine and replay our skills.
<b>French</b>	As <b>linguists</b> we will learn how to ask questions about someone, learn the names of classroom objects and count to 50. We will begin to explore masculine and feminine nouns.	As <b>linguists</b> we will ask and answer simple questions about direction and learn shop nouns.	As <b>linguists</b> we will learn how to ask for items to buy at the market and nouns of different types of healthy food.	As <b>linguists</b> we will learn nouns for different clothes and simple descriptions.	As <b>linguists</b> we will learn how to describe how we are feeling and learn the names of different jungle animals.	As <b>linguists</b> we will ask and answer simple questions about the weather.  We will ask for different flavour ice creams and ask the price.
<b>P.E.</b>	As <b>Swimmers</b> we will practise a range of strokes, perform safe self-rescue and strive to swim competently and confidently over a distance of a least 25 metres.	Continuing swimming +  As <b>Athletes</b> we will acquire and develop the skills needed to play the competitive games of Tag Rugby.	As <b>Athletes</b> we will acquire and develop the skills needed to play the competitive game of Football.  As <b>Dancers</b> we will acquire and develop the skills needed to more	As <b>Athletes</b> we will acquire and develop the skills needed to play a game of Tennis.  As <b>Athletes</b> we will acquire and develop the skills needed to play	As <b>Gymnasts</b> we will acquire and develop the skills needed to perform a sequence of movements with control and pose.	As <b>Athletes</b> we will acquire and develop the skills needed to play the competitive game of Cricket, developing and refining our and throwing, fielding and batting skills.

	As <b>Athletes</b> we will learn the basic skills of Tae Kwondo.			and express ourselves through dance.	the competitive game of Netball and Handball.				
<b>RE</b>	As a <b>Theologian</b> we will study how beliefs shape people's lives? How have they changed over time?		As a <b>Theologian</b> we will study what different Christians believe God is like?	As a <b>Theologian</b> we will study how religious people have contributed to local & global society?	As a <b>Theologian</b> we will study where religious & non-religious ideas come from?		As a <b>Theologian</b> we will study what kind of world we want to live in? What impact can I have?		
<b>PSHE/SMSC themes</b>	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Keeping safe	RSE
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Medicines and household products; drugs common to everyday life	
<b>Computing</b>	As <b>Computer Scientists</b> we will revise the importance of e-safety focusing on building a great password and customizing privacy settings. In Digital Literacy, we will plan an event by; creating a logo, an advertisement flyer and then share the event digitally.			As <b>Computer Scientists</b> we will use coding to create a game with repetition, a timer and challenge. We will use coding to add difficulty to a game, evaluate and make more enjoyable.		As <b>Computer Scientists</b> we will use Digital Literacy to plan and create a video. We will write a script, create prompts and record and edit a movie using iMovie.			

