

Curriculum Map Eagles Year 4 & 5 – YEAR A 2023 - 2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Name	VIKINGS		VICTORIAN STROUD		ANCIENT ISLAMIC CIVILISATION	
Science	Y4 Animals including Humans 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 Construct and interpret a variety of food chains, identifying producers, predators and prey Y4 Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Y5 Properties and changes to materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda Working Scientifically focus - Year 4 Set up simple practical enquiries, comparative and fair tests Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		Y4 Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases Y5 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Y5 Animals including humans Describe the changes as humans develop to old age Working Scientifically focus - Year 4 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Working Scientifically focus - Year 5 Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.		Y4 States of matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Y4 Living Things and their Habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Y5 Earth & Space Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Y5 Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect Working Scientifically focus - Year 4 Use straightforward scientific evidence to answer questions or to support his/her findings Ask relevant questions and use different types of scientific enquiries to answer them. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Working Scientifically focus - Year 5	

	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Identify differences, similarities or changes related to simple scientific ideas and processes. Working Scientifically focus - Year 5 Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Use test results to make predictions to set up further comparative and fair tests Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.				Identify scientific evidence that has been used to support or refute ideas or arguments Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
Computing	PURPLE MASH Unit 5.2 Online safety	PURPLE MASH Unit 5.3 Spreadsheets	PURPLE MASH Unit 5.1 Coding	PURPLE MASH Unit 5.4 Databases	PURPLE MASH Unit 5.6 3D Modelling	PURPLE MASH Unit 5.5 Game Creator
History	Key question – Were the Vikings raiders or settlers? National Curriculum link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor STICKY KNOWLEDGE: - I know that the Vikings came from the area where Scandinavian countries are today. - I know that not all Vikings were warriors, many were traders, explorers and farmers. - I know that Danegeld was a system where Anglo-Saxon Kings would pay the Vikings to make sure they did not attack their kingdoms. - I know that the Vikings carried out a violent raid on Lindisfarne Monastery. - I know that Vikings did not wear horns on their helmets.		Key question – What was happening in the UK when Thrupp School was built? National Curriculum link: A local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point (the first railways, industrial revolution) STICKY KNOWLEDGE: - I know that Queen Victoria reigned from 1837 to 1901. - I know that our school was built in 1862 which was during the Industrial Revolution. - I know that the wool industry was the reason for Stroud's growth and why there are so many mills. - I know that the invention of steam railways significantly changed Britain and our local area. - I know and can explain what school life was like for children at the time when Thrupp School was first built.		Key question – What was inside the House of Wisdom? National Curriculum link: a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900 STICKY KNOWLEDGE: - I know that in 762, the newly-founded city of Baghdad became the capital of the Muslim world. - I know that until 1258, Baghdad was one of the world centres of culture and learning – this period was known as the Golden Age of Islam. - I know that Islamic scholars adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. - I know that the House of Wisdom was a library and research facility which contained knowledge about science, medicine and astrology from all over the world.	
Geography	Key question – How does a river travel? National Curriculum link: physical geography, including: rivers and the water cycle STICKY KNOWLEDGE: - I know that our closest river is the River Frome. - I know that the longest river in the UK is the River Severn (our closest major river) and that the source of the River Thames is also located in our area. - I know that rivers have sources, channels, tributaries and mouths.		Key question – How is Stroud connected to the rest of the UK? National Curriculum link: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time STICKY KNOWLEDGE: I know that the UK is made up of Great Britain (England, Scotland and Wales) and Northern Ireland.		Key question – Can we save Planet Earth? National Curriculum link: human geography, including: the distribution of natural resources including energy, food, minerals and water STICKY KNOWLEDGE: - I know that coal, oil and gas are fossil fuels and these are non-renewable energy sources. - I know how fossil fuels contribute to global warming. - I know some types of renewable energy sources.	

	- I know that rivers receive water from a wide area and flows eventually into a lake or the sea. - I know that the water cycle has three main stages: precipitation, evaporation and condensation.		- I know that Stroud is located in Gloucestershire and I can name the bordering counties: Herefordshire, Worcestershire, Wiltshire, Somerset, Oxfordshire and Warwickshire. - I know that Gloucestershire borders Wales. - I know what the prime meridian is. - I know how to identify road and rail links on maps.		- I know what a carbon footprint is and I know some ways to reduce it. - I know how plastic use impacts our planet and can suggest ways to be more sustainable.	
Art/Design	DRAWING AND COLLAGE Can I create a Viking COLLAGE? (focus on Patterns) KEY ARTIST: VIKING ARTISTS		PAINTING AND PRINTING Can I use PAINTING to replicate Victorian PRE-RAPHAELITES art? KEY ARTIST: PRE RAPHAELITES-ARTISTS A. JOHN EVERETT MILLAIS – OPHELIA B. JW WATERHOUSE -THE LADY OF SHALOTT C. DANTE GABRIEL ROSSETTI – PROSERPINE		SCULPTURE AND TEXTILES Can I use Textiles in my Early Islamic Civilisation? KEY ARTIST: JAN BEANEY	
DT	KAPOW Textiles: Stuffed Toys (Y4)		KAPOW Structure: Bridges (Y5) Electrical systems (Y4)		KAPOW Food: Biscuit Bake Off (Y4)	
RE	GLOUCESTERSHIRE RE SYLLABUS: L2.3 What is the 'Trinity' and why is it important for Christians? L2.7 What do Hindus believe God is like?		GLOUCESTERSHIRE RE SYLLABUS: U2.7 Why do Hindus want to be good? L2.5 Why do Christians call the day Jesus died 'Good Friday'?		GLOUCESTERSHIRE RE SYLLABUS: U2.6 For Christians, what kind of king is Jesus? U2.12 How does faith help people when life gets hard?	
PHSCE	SCARF <u>Me and my relationships</u> Year 4: Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) Year 5: Collaboration Challenge! Give and take How good a friend are you?	SCARF <u>Valuing Difference</u> Year 4: Can you sort it? What would I do? The people we share our world with Year 5: Qualities of friendship Kind conversations Happy being me	SCARF <u>Keeping Myself Safe</u> Year 4: Danger, risk or hazard? How dare you! Keeping ourselves safe Year 5: Spot bullying Play, like, share Decision dilemmas	SCARF <u>Rights and Respect</u> Year 4: Who helps us stay healthy and safe? It's your right How do we make a difference? Year 5: What's the story? Fact or opinion? Who makes a difference.	SCARF <u>Being My Best</u> Year 4: What makes me ME! Making choices SCARF hotel Year 5: It all adds up! Different skills My school community (2)	SCARF <u>Growing and Changing</u> Year 4: Moving house My feelings are all over the place! All change! Year 5: How are they feeling? Taking notice of our feelings Dear Ash

PE	ATLAS Rugby Forest School Y5 Gymnastics Y4	ATLAS Netball Dance	ATLAS Hockey Y4 Forest School Y5 Gymnastics	ATLAS Handball Dance/Gymnastics	ATLAS Tennis Cricket	ATLAS Rounders Athletics
Music	CHARANGA Y5 Melody and Harmony in Music Y4 VIOLINS BTBF	CHARANGA Y4 Exploring Feelings When you Play Christmas Carol Concert	CHARANGA Y5 Composing Using Chords	CHARANGA Y4 Feelings Through Music	CHARANGA Y5 Freedom to improvise	CHARANGA Y4 The Show Must Go On! KS2 Production Y5 BTBF