|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4 & 5 Curriculum Map – Spring Term 1&2 (2025)** | | | |
| **Literacy**  A poster of a video game  Description automatically generated  This term **Y4 & 5** pupils will be enhancing their writing skills reading and analysing different poems. Pupils write their own poetry using figurative language (similes, metaphors, personification etc**). Y4 &Y5** pupils will read **The Lost Thing by Shaun Tan**, writing about the book and its characters and themes through diary entries, letters and prose.  **Reading** Prediction/inference/clarifying/questioning/summarising/  making links and evaluating. **Writing** Chronological reports, diary entries, letters and poetry. **Grammar –** past tense/perfect past tense/past tense participle and past progressive tense. Each week there will be a grammar focus. | | **Y5 Maths:**  Pupils will complete the following units.  **U5 Perimeter & Area**  **U6– Fractions and Decimals**  **U7– Angles**  **Unit 8—Fractions and Percentages**  **Unit 9 Transformations**  A group of colorful numbers  Description automatically generated  **Y4 Maths.**  **Units 9 Perimeter and Area**  **Unit 6 Fractions**  **Unit 8 Decimals**  **Unit 12 Position & Direction** | **Y5 Science – Earth & Space/Animals Including Humans**  They explore the movements and relationships of celestial bodies – The Sun, Earth and Moon.. Pupils explore night and day and how this can be different dependent on where you live on Earth.  [This Photo](https://en.wikipedia.org/wiki/Solar_System) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)  2) Pupils look at comparing different lifecycles of animals and set up observational tasks of the lifecycle of a butterfly. They look at the different types reproduction in plants.  **Y4 – Living Things & their Habitat**.  Pupils will classify animals and use various tools to record their findings. Pupils will make enquiries into vertebrates and invertebrates |
| **Computing:**  **Coding** using **Purple Mash & Online safety**- Focus on copyright & personal identity. | **Art –**  use inspiration from famous artists esp: **Barbara Hepworth** to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; 3D sculptures—creating mountainous models | **PE**  Some Pupils will be practising swimming skills every Monday. In addition, they will be focusing on static balance and coordination. Pupils will be taught and practise how to improve their own personal goals – personal best. | **RSHE – Families and Committed Relationships**  **Core Learning Skills**  ***Improving our own Learning and Behaviour***  To be able to identify what is important in a healthy, positive relationship; to know that a range of different families exist in the community and have respect for diversity; to know our own thoughts and beliefs about committed relationships. |
| **RE: Sikism beliefs**   1. How did Nanak become Sikhism’s first Guru? Why is the Guru Granth Sahib important to Sikhs? How is equality shown in the langar?  What does a Sikh wedding ceremony tell us about Sikh beliefs about marriage?   What was Guru Arjun Dev’s greatest achievement?   1. **What happens in churches during Lent, Holy Week and Easter Sunday? Pupils explore the concept of Salvation.** | | **History— Anglo Saxons & Vikings**  To explore what Britain was like before the first Viking invasions, using key events on a timeline.  To be able to explore the Viking invasions of Britain.  To be able to understand where and why the Viking settlements were in Britain and how this affected the Anglo-Saxons.  To explore events which led to why King Alfred was dubbed ‘Alfred the Great’. To explore what life was like for Vikings living in Britain. | **Geography: Mountains:**  To identify the most famous mountains and their ranges in Europe and the World  To know the most famous and well-known mountains of the United Kingdom.  To use maps to key areas of higher ground in countries and their key physical features, including mountains.  To explain how different types of mountains are formed.  To use maps to locate and to describe the key features of a mountain range. |