

## Long Term Curriculum Overview – Rowan Class Y4/5 Cycle 2 (2023 - 2024)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Key Q	<b>Britain Under Attack! (The Roman Empire in Britain)</b>		<b>What makes the Earth angry? (Nepal and Earthquakes)</b>		<b>What is the Circle of Life? (Life Cycles)</b>	
Hook	History Box (Hampshire wardrobe)				Letter from Head teacher	
Outcome	Living museum for parents/carers		Earthquake building assessment – Sparsholt School		The life cycle of a butterfly project	
Enrichment	<ul style="list-style-type: none"> <li>Butser Hill – Roman Day</li> </ul>		<ul style="list-style-type: none"> <li>Winchester Science Centre</li> </ul>		<ul style="list-style-type: none"> <li>School Pond/ Wildlife area</li> </ul>	
Text Drivers (Termly)	Across the Roman Wall Theresa Breslin		The Firework Makers Daughter Phillip Pullman		The Wilderness War Julia Green	
English	<b>TO INFORM</b> -Biographical account based on research to inform <b>TO INSTRUCT /INFORM</b> -Detailed instructions to inform	<b>TO PERSUADE</b> - Persuasive poster <b>TO INFORM</b> - Newspaper article to entertain/inform <b>TO ENTERTAIN</b> - Descriptive setting	<b>TO ENTERTAIN</b> - Character description <b>TO ENTERTAIN</b> - Diary entry for Lila	<b>TO INFORM</b> - Write a report in the form of a leaflet <b>TO PERSUADE</b> - Letter to advertise and persuade	<b>TO INFORM</b> - Write a balanced discussion presenting two sides of an argument <b>TO ENTERTAIN /DESCRIBE</b> - Descriptive setting (Wilderness)	<b>TO INFORM</b> - Non-chron report (Estate Agent particulars) <b>TO ENTERTAIN/ INFORM</b> - Create a quiz to inform
Maths	White Rose Maths Number- Place Value Number- Addition and subtraction	White Rose Maths Number- Multiplication and Division Measurement-Length and perimeter	White Rose Maths Number- Multiplication and division Measurement -Area and volume	White Rose Maths Fractions Decimals	White Rose Maths Money Percentages Measurement: Time and converting units	White Rose Maths Geometry /properties of shape Geometry –Position and direction
Science	Forces (Y5) <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>		Earth and Space (Y5) <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> </ul>		Living things and their habitats <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	

	<ul style="list-style-type: none"> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>States of Matter (Y4)</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Properties and Changes in Materials Y5</b></p> <ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>describe the changes as humans develop to old age.</li> </ul>			
<b>Longitudinal Study</b>	<p><b>KQ: If we make a pond and leave it, will it naturally develop like the school pond?</b> Working scientifically UKS2:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting 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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Computing</b> <i>All units contain Online safety elements.</i>	4.5 Communication We are co-authors Produce a Wiki	4.4 Computer networks. We are HTML editors Editing and writing HTML.	4.6 Productivity We are meteorologists Presenting the Weather	4.3 Creativity We are musicians Producing digital music	4.1 Programming We are software developers Developing an interactive game	4.2 Computational thinking We are toy designers Prototyping an interactive toy
<b>Geography</b>	The Romans in Britain (Human Geography) Why did the Romans settle in Britain? How did they choose where to build towns/settlements? How important was trade to the Romans? The Romans in Sparsholt		Nepal – Mountains and earthquakes Why do volcanoes erupt and earthquakes shake? How can we prevent earthquakes? Why doesn't Sparsholt have earthquakes? Can we make our buildings safer?			

<b>History</b>	The Roman Empire and its impact on Britain What is an empire? Why was the Roman Army so successful? What was life in Britain like under Roman Rule? What was/is the Roman legacy in Britain?				Britain's Settlement: Winchester through the ages	
<b>Art</b>	Self-portrait Design and paint roman shields	Textiles and mosaics	Seascapes Contrast the work of John Miller and Hokusai	Landscape Collage Study the work of Robin Brooks & Megan Coyle	Animal Sketching and Sculpture Francois Pompon	Nature Art Andy Goldsworthy
<b>DT</b>	Mechanisms – levers and linkages Catapults- Push- pull forces Children to make their own catapults and understand what makes them more/less effective (Linked to Science)		Structures – frame Weather stations Choose how to monitor and measure a specific form of weather – e.g. wind or rain		Structures – frame Bug hotels and bird feeders How do we design shelters that appeal to insects and wildlife	
<b>RE</b> (Understanding Christianity and Living Difference)	Ritual WR: Islam Eid-ul-Fitr	Love UC: God/Incarnation 2a.3 What is the trinity?	Belonging UC: Kingdom of God 2a. 6 When Jesus left what was the impact of Pentecost?		Belonging WR: Islam Sacred Places	Special UC: People of God 2a. 2 What is it like to follow God?
<b>PE</b>	Football/Tennis <ul style="list-style-type: none"> <li>Hit a ball accurately and with control.</li> <li>Keep possession of the ball.</li> <li>Rally with an opponent</li> </ul>	Movement <ul style="list-style-type: none"> <li>Work in a controlled way.</li> <li>Create a gymnastic sequence with at least three phases.</li> </ul>	Tag Rugby <ul style="list-style-type: none"> <li>Vary tactics and adapt skills</li> <li>Catch and throw accurately</li> </ul>	Fitness/ Circuits <ul style="list-style-type: none"> <li>Understand how to improve my fitness</li> <li>Use a variety of skills</li> </ul>	Rounders/cricket <ul style="list-style-type: none"> <li>Catch with one hand</li> <li>Hit a ball accurately and with control.</li> </ul>	Athletics <ul style="list-style-type: none"> <li>Run over a long distance.</li> <li>Sprint over a short distance.</li> </ul>
<b>Music</b>	The Romans Dimensions Focus: Duration, Dynamics and Structure	Read, Write and Remember to Twinkle Dimensions Focus: Pitch and Duration	Play musical instruments - Recorders <ul style="list-style-type: none"> <li>Learn basics of playing and learning an instrument</li> <li>Simple chords</li> <li>Class performance</li> <li>Musical Notation</li> </ul>		Space Dimensions Focus: Texture and Timbre	Super Heroes Dimensions Focus: Duration and Structure
<b>PSHE</b> (SCARF)	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my Best	Growing and changing
<b>French</b>	Yr 4:All Aboard (Transport) Yr 5: Healthy Eating	Yr 4: Pocket Money Yr 5: I am a musician	Yr 4: Tell me a story! Yr 5:On the way to school	Yr 4: Our Sporting Lives Yr 5: Beach scenes	Yr 4: The Carnival of the Animals Yr 5:The return of Spring	Yr 4:What's the weather like? Yr 5:The planets