

## Long Term Curriculum Overview – Rowan Class Y4/5 Cycle 2 (2021 - 2022)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Key Q	<b>Britain Under Attack! (The Roman Empire and its impact on Britain)</b>		<b>What makes the Earth angry? (Iceland and Weather Watchers)</b>		<b>What is the Circle of Life? (Life Cycles)</b>	
Hook	History Box (Hampshire wardrobe)		Climate change and how we shape our weather (Greta Thunberg)		Letter from Head teacher	
Outcome	Living museum for parents/carers		Lap book / computing weather watchers		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	Revolt against the Romans	Song of the Dolphin Boy Elizabeth Laird	The Firework Makers Daughter	The Wilderness War	
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> - Letter to persuade <b>TO INFORM</b> - Newspaper article to entertain/inform <b>TO ENTERTAIN</b> - Diary extract to entertain	<b>TO EXPLAIN</b> - Explanation text regarding weather <b>TO ENTERTAIN</b> Story about a mythological creature	<b>TO INFORM</b> - Write a report in the form of a leaflet <b>TO PERSUADE</b> - Poster to advertise and persuade	<b>TO DISCUSS /INFORM</b> -Write a balanced discussion presenting two sides of an argument <b>TO ENTERTAIN /DESCRIBE</b> - Descriptive narrative to entertain	<b>TO INFORM</b> -Research, write and present a report for a specific audience and purpose <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) catapults <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> </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> </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> </ul>	

	<ul style="list-style-type: none"><li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li></ul> <p>States of Matter (Y4)</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>• describe the movement of the Moon relative to the Earth</li><li>• describe the Sun, Earth and Moon as approximately spherical bodies</li><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>Properties and Changes in Materials Y5</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>• 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><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>Animals including humans</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></p> <p>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 4.4 Computer networks. We are HTML editors Editing and writing HTML. Producing a website	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

Geography	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		Why do different locations have different weather? Why do volcanoes erupt and earth quakes shake? Where would you live if you could choose anywhere? How have humans shaped and used our local area?			
History	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	
Art	Self-portrait Design and paint roman shields	Textiles and mosaics	Painting and sketching landscapes	Landscape collage	Sketching and Sculpture	Collage Andy Goldsworthy
DT	Catapults- Push- pull forces Children to make their own catapults and understand what makes them more/less effective (Linked to Science)		Weather stations Choose how to monitor and measure a specific form of weather – e.g. wind or rain		Bug hotels and bird feeders How do we design shelters that appeal to insects and wildlife	
RE (Understanding Christianity and Living Difference)	WR: Islam Theme: Ritual	UC: God/Incarnation 2a.3 What is the trinity?	UC: Kingdom of God 2a. 6 When Jesus left what was the impact of Pentecost?		WR: Islam Belonging (Living Difference) Shahada and Salat	UC: People of God 2a. 2 What is it like to follow God?
PE	Football /Lacrosse <ul style="list-style-type: none"> <li>Hit a ball accurately and with control.</li> <li>Keep possession of the ball.</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>
Music	<ul style="list-style-type: none"> <li>Use instruments and voices with increasing accuracy, fluency, control and expression</li> </ul>		<ul style="list-style-type: none"> <li>Play musical instruments - Recorders</li> <li>Learn basics of playing and learning an instrument</li> <li>Simple chords</li> <li>Class performance</li> <li>Improvise and compose music for a range of purposes</li> </ul>		<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts</li> <li>Carnival of the Animals</li> </ul>	

PSHE (SCARF)	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my Best	Growing and changing
French (Eurostars)	Numbers Preferences (hobbies, pets) 'er' verb conjugations Christmas (Eurostars 1)		Numbers 1-100 Months Seasons and Weather* Days + Daily routines / hobbies Birthdays (Eurostars 2)		School Day – Subjects / Clothes (HB Year 6 booklet)	