

Carlton Primary School Year 4 & 5 Curriculum Map D

	Autumn		Spring		Summer	
Literacy- Fiction	The Door Zelda Claw and the rain cat		The Canal Anansi and the Box of Stories (4/5)		Kidnapped Little Vixen Street	
Literacy- Non- Fiction	Report Explanation		Instructions Persuasion		Recount Discussion	
Poetry	Shadow Collector Tiger Tiger	'WIND-CAT' by Robert Westall	Poems to stretch vocab (Jack Prelutsky)	Shadow Collector Tiger Tiger	'WIND-CAT' by Robert Westall	Poems to stretch vocab (Jack Prelutsky)
Reading	Varjak Paw, Kensuke's Kingdom		Cogheart, Brightstorm		FARThER, Tom's Midnight Garden	
Maths (Y4 and Y5)	Y4 Place Value Addition and subtraction Area Multiplication and Division	Y5 Place value Addition and subtraction Multiplication and Division Fractions A	Y4 Multiplication and Division Length and Perimeter Fractions Decimals	Y5 Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area Statistics	Y4 Decimals Money Time Consolidation Shape Statistics Position and Direction	Y5 Shape Position and Direction Decimals Negative numbers Converting units Volume
Science	Y4 Sound Electricity	Y5 Earth & Space Forces	Y4 States of Matter Living things and their habitats	Y5 Properties and changes of materials Living things and their habitats	Y4 Animals inc Humans	Y5 Animals inc Humans
	Working Scientifically					
History	WW2 and its legacy		Democracy and the root of British values		Non-European society e.g. Mayan	
Geography	Climate zones & Climate Change		Non-European location-compare & contrast			
	Geographical skills and fieldwork					
RE	What matters most to Christians and Humanists?		What would Jesus do? Can we live by the values of Jesus in the 21st Century?			
	Rosh Hashanah & Yom Kippur		Holi			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	U19 Les Portraits U20 Les Cadeaux		U21 Le Carnival U22 Au Café		U23 Tour de France U24 Les Destinations	
Music	Reading notation & Performance Recorders introduction		Recorder & Performance		Composition (Ipads) & Performance Y4/5/6 Production	

	Singing and listening					
PE	Dodgeball	Fitness	Dance	Gymnastics	Athletics	Tennis
	Netball	Tag Rugby	Yoga	OAA	Swimming	
Design Technology	Levers and linkages or pneumatic systems – mechanical control Structures Electrical circuits and control (including computer control)					
Art	Focus Artist: Grayson Perry – Potter and Textile Artist (24 March 1960 – Present. British)					
	Drawing		Painting		Print	
	One off experience:					
Computing	Algorithms and programming- Designing solutions working with variables. <i>NCCE- Variables in games- Scratch</i>					
	Information Technology- Combining software. <i>NCCE- Programming b sensing- Microbit</i>					
	Digital Literacy- Understanding Cyberbullying					
	Excel <i>NCCE- Data and information spreadsheets</i>					
Visits	Y5 – Residential, Y4 – Outdoor adventure					
Life skill	Presenting/Debating to audience, using a compass (Reflected),					
ReflectEd	New skills- using a compass Growth Mindset Mistakes		Successful learners Reading Problem solving & memory		Growth mindset Metacognitive talk Plan, monitor, evaluate	
Cooking	International Cuisine					

Selby Community Primary School

Year 4 end of Year subject expectations

Subject	Expected Standard			
Science	Suggest questions that can be tested. Put forward ideas about testing and make predictions. Begin to give scientific reasons for these predictions.	Carry out investigations with growing accuracy and independence. Select and use suitable equipment.	Record their observations in written, pictorial and diagrammatic forms. Begin to select the appropriate format to record their observations. Compare predictions with actual results.	Identify patterns in measurements.
PE	Children can change speed and use a range of shapes and use movement to communicate an idea. Can work with a partner and can take the lead with a partner or small group.	Children can change speed and use a range of shapes and use movement to communicate an idea. Can work with a partner and can take the lead with a partner or small group.	Can throw and catch and hit a ball accurately and with control. Can run over long distances and sprint over short. Within games, children can vary tactics and adapt skills depending on what is happening in a game.	Children can plan a balanced meal and talk about how exercise makes their bodies feel and the impact fitness levels have on their daily lives.
History	Create timelines using decades and centuries.	Use evidence to explain differences in a historical period (e.g. rich and poor). Use a range of evidence, including artefacts, to build up a picture of the past.	Research different versions of the same event and discuss how they differ.	
Geography	Become a competent user of OS maps, atlases, globes and aerial photographs. Name and locate many of the world's most famous rivers using an atlas.	Know the countries that make up Europe. Name key cities and different topographical areas. Locate the tropics of Capricorn and Cancer Understand where different resources are found in the world and the difference between renewable and non-renewable resources.	Explain the course of a river and understand why many cities are located on or close to it. Understand why people are attracted to live by rivers.	
RE	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and texts eg. The Bible, Torah and Vedas. Identify the impact religions and beliefs have on believers' lifestyles.		Understand why some people, religious or otherwise, inspire others, and why. Ask important questions about religious beliefs and ways of living - linking their own and others' responses.	
Art	Select and use relevant resources and references to develop their ideas. Use drawing within their sketchbooks, purposefully to improve understanding, inform ideas and plan for an outcome.	Printing- Make printing blocks and use them to create precise repeating patterns of overlaying colours, replicating environmental natural or built patterns Drawing- Use different grades of pencils, identify and draw the effect of light, scale and proportion. Work in a variety of scales. Accurate drawings of whole people including proportion and placement.	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Be able to demonstrate, how tools they have chosen, should be used effectively and with safety.
DT	Use research to develop products which are fit for purpose. Use annotated sketches and prototypes or drawing apps to explain ideas.	Use a range of tools and techniques to produce a product that is fit for purpose. Work involves levers, linkages and electrical components and how to strengthen a 3D framework. Work includes textile techniques.	Evaluate their own product against design criteria. Evaluate existing products, with an awareness of good design.	Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely.
Computing	Able to experiment with variables for a specific purpose. Predict and explain what will happen and debug programs where appropriate.	Select and use software to accomplish given goals and able to produce and upload a pod cast.	Recognise the acceptable and unacceptable use of technology.	

Music	Demonstrate a continued development and grasp of musical knowledge and ability by performing set tasks with aspects of accurate timekeeping, tunefulness, expression, sensitivity and increasing musical fluency.	Enhanced understanding of standard notation.	Use tuned percussion and keyboards to demonstrate composition competencies.	
PSHE	Identify their strengths, areas for improvement and set high aspirations and goals.	Be aware of some factors (positive and negative) that affect physical, mental and emotional health	Understand that the learning choices they make will affect their future options.	Take responsibility for their own behaviour and safety.
Languages	Take part in a conversation saying 3-4 things. Respond using short phrases. Starting to speak in sentences.	Name and describe people, places and objects using a wider range of vocabulary.	Read independently, understand and explain the main points in a short passage. Using bilingual dictionaries to look up new words.	Writing 2-3 short sentences on a familiar topic. Express opinions about some topics.
Selby Community Primary School Year 5 end of Year subject expectations				
Subject	Expected Standard			
Science	With support, identify key questions for investigation. Suggest methods of testing including a fair test and begin to suggest how to collect evidence. Make predictions based on scientific knowledge.	Make observations, comparisons and measurements with increasing precision. Carry out an investigation systematically, ensuring variables are controlled to keep the test fair.	Identifying simple trends and patterns from findings and use tables, bar charts and line graphs, making appropriate use of ICT. Use appropriate scientific language and conventions to communicate. Relate evidence to scientific knowledge and understanding.	
PE	Compose sequences in their own way.	Children demonstrate controlled jumping and landing. Developing knowledge of evaluation of own and peers routine.	They are able to pass, dribble, shoot, throw and catch, use a racket with accuracy. Can move around a court/pitch effectively. Children work as part of a team with a common aim and use a range of techniques. They choose a tactic for defending and attacking.	Talk about the importance of exercise on the body and the physical effects of exercising regularly.
History	Draw timelines of historical periods showing key events or lives of significant people.	Confidently use a range of evidence to test a hypothesis in order to answer questions.	Compare more than two historical periods explaining how things have stayed the same/changed including the locality.	
Geography	Become a skilled user of OS maps, atlases, globes and aerial photographs. Use OS symbols and 6 figure grid references. Ask and answer questions using a map.	Know the difference between UK, GB and the British Isles. Find at least 6 cities in the UK using a map. Name and locate the main islands that surround GB. Plan a journey to a place in England. Explain how a location fits into a wider geographical location with reference to human and economical features.	Understand where and how earthquakes happen.	
RE	Use religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs and lifestyles. Make links between the various religions studied. Have an awareness of the religions followed locally, and nationally in the UK. Begin to understand some reasons behind the rise of extremist groups.	Raise questions about sacredness, identity, values and belonging to a community. Be able to explain why they find someone else inspirational (religious or otherwise), and how this could impact on their own life.		
Art	Engage in open ended research and exploration in the process of initiating and developing their own personal ideas	Sculpture- use frameworks and moulds to provide stability and form Modroc/plaster of paris. Combine with digital media to create animation. Painting- Use different types of brushes, focusing on tint, tone and shade. Use colour to reflect mood using acrylic.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their

	Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Drawing- Effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Concept of perspective		particular cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes.
DT	Use research and other criteria to develop products which are fit for purpose. Use annotated sketches, drawing apps, or prototypes to explain their ideas.	Use a wide range of tools and techniques to produce a product that is fit for purpose. Products include mechanical and electrical components to provide control, possibly using computers. Work includes textile techniques.	Evaluate their own product against design criteria. Evaluate existing products to gain ideas for their own design. Understand the work of designers.	Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely and hygienically using a heat source.
Computing	Combine sequences and procedures to turn devices on and off. Design algorithms that involve repetition and 2-way selection.	Analyse and evaluate information and understand the usefulness of search results.	Understand choices when using technology and all content is safe and true.	
Music	Perform with increased musical fluency across a range of instruments and through singing.	Develop greater depth of knowledge of harmonic sequences and language.	Utilise developed knowledge and explore the creative possibilities of arrangement and composition through use of iPads and music technology.	
PSHE	Identify their strengths, areas for improvement and set high aspirations and goals.	Know what makes a healthy lifestyle – the benefits of exercise and healthy eating and the factors that affect mental health.	Know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices.	
Languages	Hold a simple conversation with 2-3 exchanges.	Name and describe people, places and objects, have a growing knowledge of high frequency words.	Understand a short story or factual text when listen to and reading French.	Writing short paragraphs of 3-4 sentences.

Subject Vocabulary

PE	stamina	formation	umpire	blindside
	intensity	aesthetic	rebound	tread (water)
	collaboration	initiative	double-marking	sculling
Science (Y4)	vertebrate	pitch	prey	circuit
	invertebrate	deforestation	producer/consumer	conductor
	environment	solid	gas	insulator
	vibrations	liquid	evaporation	
	volume	predator	condensation	
Science (Year 5)	gestation	dissolve	orbit	air resistance
	transparency	(ir)reversible	axis	water resistance
	conductivity	Solar System	gravity	friction
History	controversy	reign	causation	communism
	cultural diversity	influence	Oba of Benin	advancements
	dynasty	legacy	era	bias
Geography	Know the names of major countries of the World (non-European)			
	time zone	Biomes	Economic features	Greenwich Meridian
	climate change	Climate zone	easting	northing
	microclimate	co-ordinates	demographics	impact
RE	afterlife	values	morals	Holi
	bereavement	humanists	Yom Kippur	dilemma
	Rosh Hashanah	Holla Mohalla		
Art	monochrome	collage	positive image	potter
	disproportionate	portraiture	negative image	textile artist
	focal point	imagery	limited edition	
	representational	arrangement	bleed	
DT	criteria	electronic	end-user	control
	improvement	drive belt	specification	gear ratio
	design brief	nutrition	connector block	modification
Computing	phishing	formula	sheets	logical reasoning
	scenarios	interrogate	form	solution
	spyware	firewall	virus	spreadsheet

	column	row										
Music (Year 4)	accelerando	crescendo	legato	crotchet rest								
	rallentando	decrescendo/diminuendo	staccato	minim rest								
Music (Year 5)	fortissimo	pizzicato	tremolo	genre								
	pianissimo	syncopation	semibreve	structure								
PSHE (Year 4)	included/excluded	actions	disappointment	jealousy								
	team	assumptions	peer pressure	loss								
	charter	character	smoking	Menstruation/periods								
	democracy	influence	alcohol	sperm/ semen								
	attitude	uniqueness	anxiety	making love/ having sex/ sexual intercourse								
PSHE (Year 5)	citizen	opportunities	emergency	perception								
	voice	contribution	body image	hormones								
	culture	lungs	personal attributes	pregnancy								
	racism	liver	self esteem	Foetus								
	direct/indirect	heart	social media	IVF								
MFL	The monster has... An earring freckles beard Who is it?	Does he/she have..? He / she is wearing... We are looking for...	present I am asking for... It's fantastic He likes	She likes it's too expensive it's cheap The price	Which animal is it? Who lives here? on the farm	in the sea OK? / Not OK? ferocious strong shy	What did you eat? What did you drink? Sorry, can you repeat that?	because it is... sweet salty greasy I drank... I ate...	Welcome to Paris Which area is it? race cyclist	stage team jersey shorts helmet	Which country is it? Where are you going? Where is it? I will see	I am going to... Here, we speak... I will bring back