

Y4/5 Cycle B 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Britain from Stone Age to Iron Age	Britain from Stone Age to Iron Age	Megacities	Megacities	Sustainability	Roman Britain
Literacy Writing	Narrative: setting & characters Instructions. How to wash a woolly mammoth	Poetry: Haiku, Kennings Information text: light (Science link) Recount: Diary	Narrative and Poetry: based on a book character and events in the story Explanation text: Geography link	Non-chronological report: Geography link Recount: News report Production S & L	Poetry: personification Persuasive writing (linked to geography sustainability)	Adventure story writing – writing from different perspectives Information text: Romans
History	Stone Age and Bronze Age overview Iron Age - How do artefacts help us understand the lives of people in Iron Age Britain?					How did the arrival of Romans change Britain? The effect their settlement had on Britain.
Geography			Why do so many people live in megacities?	What are National Parks For?	Sustainability - Why does Silvia have ducks? (Y4/5)	
Science Year 4	Rocks (Y3)	Light (Y3)	Sound (Y4)	Animals, including Humans (Y4 Digestive system, food chains)	Electricity (Y4)	Scientists and Inventors (Y4)
Science Year 5	Animals, Including Humans – Circulatory System	Living Things and Habitats - Classification		Earth and Space	Changing Materials - Properties	Electricity – Circuits

						<i>Animals, Including Humans – Puberty (as part of PSHE)</i>
Computing						
Art	Painting, Cave paintings, making paints		Cityscapes Painting		Sculpture – using recyclable materials	
DT	Food and Nutrition Savoury Pizza			Electrical systems – simple programming and control		Mechanisms – Levers and Linkages
Music	Ukulele	Ukulele	Yr 4/5 Introducing chords	Singing - Production	Yr 4/5 Creating simple melodies	Yr 4/5 Connecting notes and feelings
RE	<p><u>Hinduism (CORE UNIT)</u> <u>Being Human</u> How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act? How significant is community in a Hindu worldview?</p> <p><u>Life Journey compare and contrast with Judaism</u> How do Hindus show they belong? What value does religion bring for religious people? How does this relate to ideas about community, identify and belonging? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)</p>		<p>Understanding Christianity – Year 3/4 2a.5 Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Understanding Christianity – Year 4/5 God/Incarnation UC 2a.3 What is the Trinity?</p>		<p><u>Additional Unit</u> <u>Forgiveness</u> What do different religious and non-religious worldviews say about forgiveness? How do different people understand the value and implications of forgiveness for the one forgiving and the one being forgiven? Must include at least one religious or non-religious worldview other than Christianity and Islam.</p>	
PSHE / RSE	Theme: Health and Well Being		Theme: Relationships		Theme: Living in the Wider World	
PE	Games - Handball Dance –	Games - Volleyball Gym -	Games - Netball Dance -	Games - Hockey	Games - Cricket / Danish Longball	Games - Athletics Gym -

	What a card unit 2 (Yr4/5)	Functional use of limbs unit V (yr4/5)	City Life unit 3 (yr4/5)	Gym - Receiving Body weight Unit Q (yr 4/5)	Outdoor Adventurous	Balance unit R (yr4/5)
MFL -French	On y va! (All aboard)	L'argent do poche (pocket money)	Raconte-moi une histoire! (Tell me a story)	Vive la sport! (Our sporting lives!)	Le Carnaval des Animaux (The Carnival of Animals)	Quel temps fait-il? (What's the weather like?)