Edmondsley Primary School
Curriculum Map: Years 4 and 5   Cycle B

		Autumn		Spring		Summer	
Spellings	**Year 4**	Week 1 - -ible, -ibly, able, -ably Week 2 - --ful, -fully, -ally, -ically Week 3 - Homophones Week 4 - Homophones Week 5 – Near homophones Week 6 – Near homophones	Week 7 - ation, cian, Week 8 – tion, sion Week 9 - Plural apostrophes Week 10 - sure, ture Week 11 - - cious Week 12 - -tious	Week 13 - -ent, -ant Week 14 - sc as s Week 15 - sh as ch eg. chef, machine Week 16 - gue, que as in league, antique Week 17 – ous Week 18 – k spelt as ch	Week 19 – Suffixes - ly Week 20 - Suffixes - ly when root word ends in vowel Week 21 - Suffixes – ally when added to ic Week 22 – Prefixes – un, dis, mis Week 23 – Prefixes – anti, auto, re Week 24 - Prefixes – super, under	Week 25 - Soft c, soft g Week 26 - ou as 'u' eg. young, double, touch Week 27 – Prefixes – im, in, ir (double constants) Week 28 – Prefixes sub, inter Week 29 – i spelt as 'y' not on ends of words eg. gym Week 30 – Prefixes – in, im	Week 31 and 32– Double consonant words when adding suffixes Week 33 – Unusual plurals and possessive apostrophes Week 34 - --ure, -or, Week 35 - ei, ey, eigh Week 36 - ei, ey, eigh
	Year 5	Week 1 - ough/ou/ow Week 2 - ur/ir/er Week 3 - air/are/ear Week 4 - homophones ei after c Week 6 - nouns/ adjectives to verbs using –ate, -ise, ify	Week 7 - soft c Week 8 - soft g Week 9 - unusual plurals Week 10 - short vowel doubling Week 11 - double consonant words Week 12 - or/ore/oor/aw	Week 13 -tion, sion Week 14 -ssion, -cian Week 15 - ous, ious Week 16 -al Week 17 -ary Week 18 – ful	Week 19 - -able, -ible Week 20 - -our Week 21 - Spells words with the (ee) sound spelt *ei* after c Week 22 - ar Week 23 - Converts nouns or adjectives into verbs using suffixes (e.g.-*ate, -ise, ify*) Week 24 –ch, que	Week 25 - -able, –ably Week 26 - double consonant Week 27 - ibly, ible Week 28 - ei and ie Week 29 - augh, eigh Week 30 - tial and cial	Week 31 - ai, ee, ie, oe, ue Week 32 - silent letters Week 33 - ir, ur, er Week 34 - or, aw, au, ore Week 35 - ant, ance/ancy Week 36 - tion, sion, cian
Reading		• Reads a range of texts with fluency, understanding and expression • Talks about books read, offering opinions and synopsises, sometimes with prompts needed • Retrieves and records information from non-fiction texts • Begins to draw inferences, such as characters' thoughts, feelings and motives from their actions • Summarises main points of stories in fiction and information from non-fiction within a paragraph • Recognises the purpose, form and audience of a text • Identifies and comments on author viewpoints • Begins to read a range of different forms of poetry • Begins to prepare readings to be presented to audiences		• Reads a range of texts with fluency, understanding and expression selecting the most effective strategy • Reads further Common Exception Words • Talks about books read, offering opinions and synopsises • Expands and explains answers to questions based on texts read • Makes reference to texts when answering questions • Justifies inferences with evidence • Picks out vocabulary and phrases used for impact and effect • Identifies main ideas drawn from more than one paragraph and can summarise these • Predicts what might happen from details stated and implied • Names some key children's authors • Reads aloud with increasing confidence • Chooses books based on knowledge of author, text type and purpose of reading		• Reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • Reads all Common Exception Words noting unusual differences between spelling and sound and where these occur in words • Talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • Talks about themes and conventions when discussing books • Understands the different reasons for reading – for pleasure to find information etc. • Uses the structure of books to navigate around texts • Selects books based on own reading experiences and preferences • Talks widely about known authors and their lives and books they have written • Reads independently with sustained concentration • Offers inferences and predictions and explains rationale behind these, making reference to the text • Identifies how language, structure and presentation contributes to meaning • Recognises and comments on different forms of poetry	

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Writing	**Grammar**	Fronted adverbials Pronouns Word families Questions and commands Identifying adjectives, verbs and adverbs Verb tenses past and present perfect Articles Prepositions	Conjunctions Fronted adverbials Verb tenses past present and future Past tenses – was, were Pronouns and possessive pronouns Adverbial phrases Identifying nouns and verbs	Subordinate clauses Relative pronouns Commas for fronted adverbials Identifying adjectives, verbs and nouns Time conjunctions Commands/statements /questions Verb tenses – Present perfect	Subordinate clauses Verb tenses – Present perfect Identifying adverbs Adverbial phrases Time conjunctions	Conjunctions Prepositions Subordinate connectives Commas for fronted adverbials Verb tenses – past, present, future	Conjunctions Verb tenses, continuous, present perfect, future Descriptive phrases Identifying connectives, nouns and Verbs Prepositions
	Punctuation	Apostrophes for possession (including plural) Commas in lists Inverted commas Capital letters and full stops	Apostrophes for possession (including plural) Inverted commas Capital letters for proper nouns	Apostrophes for contraction	Apostrophes for possession Question/exclamation marks	Rules of inverted commas Capital letters and full stops Commas in lists Use of exclamation marks	Rules of inverted commas Apostrophes for singular/plural Capital letters for proper nouns Commas for clauses
	Vocabulary	Prefixes – auto, mis Suffixes – ful, less, ment, ful	Plural and 's possession Prefixes – auto, super, mis, dis	Singular/plural Suffixes – ous Determiners	Prefixes – auto, inter, dis, super Singular/plural verbs (is/are) Determiners	Root words from families Prefixes – un, dis Verb choices	Prefixes – anti, dis, mis, super Singular/plural Verb tenses – was/were, did/done
	Writing Process	• Use pronouns and nouns within and across sentences to aid cohesion and flow in independent writing • Proof reads for spelling, grammar and punctuation errors then self-corrects as the writing develops		• Attempts to make simple links between paragraphs • Plans effectively for a range of writing • Decisions about writing are based on awareness of audience and purpose • Proposes changes to grammar and vocabulary to improve consistency • Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear		• Creates effective and well-described settings, characters and plot in narrative writing • Writes non-fiction using appropriate organisational devices • Organises paragraphs around a theme and 'sticks' to that theme • Explore genres similar to that which they are planning to write, discussing its structure, vocabulary and grammar • Assesses the effectiveness of their own and others' writing and suggests improvements	
	Genre	Non-fiction; Explanation Linked to Wonders of the World theme Narrative; Traditional Tales - legends Linked to Wonders of the World theme Narrative; Take One Book – One week whole school focus	Narrative; Stories with familiar settings – Angel Boy Linked to One World, Many Faiths theme Poetry: Cinquin Linked to All Roads Lead to Rome theme	Poetry: concrete descriptive poems linked to Lest We Forget topic Non-fiction; Recount – linked to Lest We Forget topic	Narrative; fiction from our literature heritage - Macbeth Linked to Supernatural Shivers theme Non-fiction; Report Linked to Supernatural Shivers theme Narrative; fiction from our literature heritage – Harry Potter Linked to Supernatural Shivers theme	Non-fiction; Discussion Linked to All Roads Lead to Rome theme Non-fiction; Instructions Linked to All Roads Lead to Rome theme	Non-fiction; Persuasion Linked to Marvellous Mountains theme Narrative; Suspense and mystery – The Football Shirt

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Maths						
Maths	1. Number and place value (NPV) 2. Written addition and subtraction (WAS) 3. Problem solving, reasoning and algebra (PRA) 4. Mental addition and subtraction (MAS) 5. Decimals, percentages and their equivalence to fractions (DPE) 6. Mental multiplication and division (MMD) 7. Measurement (MEA) 8. Written multiplication and division (WMD)	1. Mental multiplication and division (MMD) 2. Fractions, ratio and proportion (FRP) 3. Written multiplication and division (WMD) 4. Problem solving, reasoning and algebra (PRA) 5. Geometry: properties of shapes (GPS) 6. Number and place value (NPV) 7. Decimals, percentages and their equivalence to fractions (DPE) 8. Mental addition and subtraction (MAS) 9. Written addition and subtraction (WAS)	1. Number and place value (NPV) 2. Decimals, percentages and their equivalence to fractions (DPE) 3. Problem solving, reasoning and algebra (PRA) 4. Mental addition and subtraction (MAS); 5. Written addition and subtraction (WAS) 6. Mental multiplication and division (MMD) 7. Geometry: properties of shapes (GPS) 8. Measurement (MEA); 9. Statistics (STA)	1. Written multiplication and division (WMD) 2. Fractions, ratio and proportion (FRP) 3. Geometry: properties of shapes (GPS) 4. Problem solving, reasoning and algebra (PRA) 5. Measurement (MEA) 6. Problem solving, reasoning and algebra (PRA) 7. Written addition and subtraction (WAS)	1. Mental addition and subtraction (MAS) 2. Decimals, percentages and their equivalence to fractions (DPE) 3. Problem solving, reasoning and algebra (PRA) 4. Fractions, ratio and proportion (FRP) 5. Written multiplication and division (WMD) 6. Number and place value (NPV) 7. Geometry: position and direction (GPD) 8. Written addition and subtraction (WAS)	1. Mental multiplication and division (MMD) 2. Problem solving, reasoning and algebra (PRA) 3. Fractions, ratio and proportion (FRP) 4. Written multiplication and division (WMD) 5. Measurement (MEA) 6. Decimals, percentages and their equivalence to fractions (DPE) 7. Number and place value (NPV) 8. Statistics (STA)
Computing	**Lighting the path** • create a simple program. • run, check and change programs. • follow precise instructions. • use arithmetic operators • use logical reasoning to predict the behaviour of programs. • find and correct simple semantic errors i.e. debugging, in programs.	**Hardware investigator** • know that a range of digital devices can be considered a computer. • know and can use a range of input and output devices. • know that computers collect data from various input devices, including sensors and application software. • know the difference between hardware and application software, and their roles within a computer system.	**Digital musicians** • know that digital content can be represented in many forms • create a simple program. • know that programs can work with different types of data. • use arithmetic operators, if statements, and loops, within programs. • find and correct simple semantic errors i.e. debugging, in programs. • use a variety of software to manipulate and present content • declare and assign variables	**Quiz Masters** • know that digital content can be represented in many forms • create a simple program. • know that programs can work with different types of data. • use arithmetic operators, if statements, and loops, within programs. • find and correct simple semantic errors i.e. debugging, in programs. • use a variety of software to manipulate and present digital content • declare and assign variables	**Surreal Photography** • know common uses of information technology beyond the classroom. • use technology with increasing independence to purposefully organise digital content. • show an awareness for the quality of digital content collected. • use a variety of software to manipulate and present digital content: and information. • talk about my work and make improvements to solutions based on feedback received.	**Cyber Cops** • share my experiences of technology in school and beyond the classroom. • know the importance of communicating safely and respectfully online, and keep personal information private. • know what to do when concerned about content or being contacted. • navigate the web carrying out web searches. • show use of computers safely and responsibly, knowing a range of ways to report content

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	Sound	Forces	Properties of changing materials	Electricity	Living things and their habitats	Animals (including humans)
Science	1. Identify how sounds are made, associating some of them with something vibrating 2. Recognise that vibrations from sounds travel through a medium to the ear (Experiment on travelling through air) 3. Find patterns between the pitch of a sound and features of the object that produced it (Using percussion instruments) 4. Find patterns between the volume of a sound and the strength of the vibrations that produced it (String instruments) 5. Recognise that sounds get fainter as the distance from the sound source increases (Experiment on the effect of distance) 6. Design an instrument to create a certain pitch	1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Gravity experiment) 2. Identify the effects of air resistance (Parachute designs) 3. Water resistance (Depth charge experiment) 4. Friction (How brakes work) 5. Levers (Balancing a weight) 6. Pulleys (To raise an object vertically)	1. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets (Focus on varying materials) 2. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Test how to recover a substance from a solution) 3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Test a variety of materials/ separating techniques) 4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, (Testing materials for transparency /conductivity) 5. Demonstrate that dissolving, mixing and changes of state are reversible changes (Investigate the water cycle as a change of state) 7. Explain that some changes result in the formation of new materials, and that this kind of change is irreversible (Acid on bicarbonate of soda)	1. Identify common appliances that run on electricity (Battery and mains focus) 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Peer teach) 3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 4. Recognise that a switch opens and closes a circuit and associate this with whether or not a motor turns on in a simple series circuit 5. Recognise some common conductors and insulators, and associate metals with being good conductors Vary choice of materials 6. Open experiment with hypothesis	1. Recognise that living things can be grouped in a variety of ways (Focus on plants) 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Focus on animals) 3. Recognise that environments can change and that this can sometimes pose dangers to living things. (Negative/ positive ideas generated by children then focus closely on 1 negative and 1 positive 4. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Vary animals looked at) 5. Describe the life process of reproduction in some plants and animals. (Vary animals looked at) Guide/ key to explore local plants/ animals	1. Describe the changes as humans develop to old age 2. Research gestation periods of animals and comparing length/mass of baby as it grows to humans (Vary animals compared) 3. Describe simple functions of the basic parts of the digestive system in humans (Peer teach then explore individual questions children have) 4. Identify types of teeth in humans and their functions 5. Research into what damages teeth 6. Construct and interpret a variety of food changes identifying producers, predators and prey (Vary living things involved)

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OVERARCHING TOPIC	Wonders of the World	One World, Many Faiths	Lest we Forget… World War 2	Supernatural Shivers	All Roads Lead to Rome	Marvellous Mountains
Writing across the curriculum focus	Geography – Travel brochure for a wonder of the world. History - Write an explanation about the history a wonder.	RE – Discussion piece on the growth of religion throughout the world. Geography – poetry about festivals	History – diary entry as an English/German soldier. Geography – Name and locate places and dates in an explanation about WW2.	History – Newspaper report on the Salem witch trials. DT – Instructions on how to make a Harry Potter chair.	Art – Explanation of Roman soldier moulding. History – Diary entry – impact of Romans on Celtic way of life.	Geography – Poetry on the formation of mountains. History – Recount of the journey of Sir Edmund Hillary
History	1. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch 2. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	1. Give reasons why some events, people or developments are seen as more significant than others 2. Describe and begin to make links between main events, situations and changes within and across different periods and societies	1. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately 2. Suggest where we might find answers to questions considering a range of sources 3. Understand that knowledge about the past is constructed from a variety of sources 4. A local history study	1. Understand that the past is represented & interpreted in different ways and give reasons for this 2. Begin to offer explanations about why people in the past acted as they did 3. Show understanding of some of the similarities and differences between different periods	The Roman Empire and its impact on Britain 1. Devise, ask and answer more complex questions about the past, considering key concepts in history 2. Put events, people, places and artefacts on a timeline 3. Use correct terminology to describe events in the past 4. A local history study	1. Select sources independently and give reasons for choices 2. Begin to offer explanations about why people in the past acted as they did
Geography	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 2. Compare and contrast their environmental regions, key physical and human characteristics, countries, and major cities 3. Identify the position and significance geographical features.	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 3. Locate places on a range of maps (variety of scales)	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 2. Locate Europe on a large scale map or globe, 3. Name and locate countries in Europe (including Russia) and their capitals cities 4. Follow a route on a large scale map	1. Locate the world's countries, focus on North & South America 2. Draw a variety of thematic maps based on their own data 3. Draw a sketch map using symbols and a key,	1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, 2. Follow a route on a large scale map 3. Locate places on a range of maps (variety of scales) 4. Locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	1. describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes, and the water cycle features (including hills, mountains, coasts and rivers), understand how these aspects have changed 2. Begin to use atlases to find out other information

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	Creating a wonder	Designing items for worship	Create a class remembrance montage	Making a Harry Potter Chair	Research and make a Roman banquet	Create a mountain scene
Design and Technology	1. Select tools and equipment suitable for the task 2. Explain their choice of tools and equipment in relation to the skills and techniques they will be using 3. Select materials and components suitable for the task 4. Explain their choice of materials and components according to functional properties and aesthetic qualities 5. Order the main stages of making 6. Produce detailed lists of tools, equipment and materials that they need 7. Accurately measure to nearest mm, mark out, cut and shape materials and components 8. Accurately assemble, join and combine materials/ components	1. Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants 2. Gather information about the needs and wants of particular individuals and groups 3. Develop their own design criteria and use these to inform their ideas 4. Research designs	1. Measure, mark out, cut and shape materials and components with some accuracy 2. Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy 3. Use techniques that involve a number of steps 4. Demonstrate resourcefulness, e.g. make refinements	1. Understand how more complex electrical circuits and components can be used to create functional products 2. Use computer-aided design 3. Know how to reinforce/strengthen a 3D framework 4. Know that a 3D textiles product can be made from a combination of fabric shapes	1. Gather information about the needs and wants of particular individuals and groups 2. Develop their own design criteria and use these to inform their ideas 3. Research designs 4. How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source 5. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 6. Measure using grams 7. Follow a recipe	1. Share and clarify ideas through discussion 2. Model their ideas using prototypes and pattern pieces 3. Use annotated sketches, cross-sectional drawings and diagrams
Art and Design	1. Use sketchbooks to record drawings from observation 2. Mix and match colours (create palettes to match images) 3. Lighten and darken tones using black and white 4. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)	1. Experiment with different tones using graded pencils 2. Research embroidery designs from around the world, create own designs based on these 3. Sew simple stiches using a variety of threads and wool 4. Investigate tie-dying 5. Create a collage using fabric as a base	1. Experiment with watercolour, exploring intensity of colour to develop shades 2. Make felt 3. Develop individual and group collages, working on a range of scales 4. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views	1. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) 2. Use the work of artists to replicate ideas or inspire own work	1. Explore complementary and opposing colours in creating patterns 2. Develop confidence working with clay adding greater detail and texture 3. Add colour once clay is dried 4. Investigate ways of joining clay - scratch and slip 5. Introduce 'modroc' 6. Create work on a larger scale as a group 7. Use pipe cleaners/wire to create sculptures of human forms	1. Use a variety of brushes and experiment with ways of marking with them 2. Develop shadows 3. Use of tracing 4. Use the work of artists to replicate ideas or inspire own work

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	New Beginnings	Relationships	Going for goals	Good to be me	Getting on and falling out	Changes
PSHCE	• I know how to join a group. • I understand why we need to have different rules in different places. • I can give and accept a compliment. • I can tell you how unique and special I am. • I can manage my feelings & usually find a way to calm myself down when necessary. • I can think of ways to solve a problem in my friendship group.	• I know the difference between family, friends and others I know • I know how people feel if they lose something or someone they love. • I can explain the feelings of guilt and feeling ashamed. • I can predict how I will feel in a new situation. • I know how to make a good choice over a bad choice. • I can make important people in my life feel valued.	• I know what I need to improve to be a better learner. • I can set myself a challenging goal to improve my learning skills. • I can make a personal long-term plan and break it down into smaller, achievable goals. • I can recognize when I find learning difficult and persevere when I need to. • I can make a choice about what to do based upon my predictions of the likely consequences. • I can make a choice based upon my predictions of the likely consequences.	• I can tell you when I am impulsive and when I think things through. • I can tell whether I like surprises or like things to stay the same. • I understand why we sometimes run away or feel frightened when we feel threatened. • I can use strategies to help me deal with disappointment. • I can express myself assertively in a variety of ways. • I can stop and think before I act when I have negative feelings.	• I can understand and use peaceful problem solving. • I can see a situation from another person's perspective. • I know the term 'win-win' and try to find one in a conflict. • I can take on a role in the group and contribute to overall outcome. • I can use peaceful problem solving to sort out difficulties.	• I know that change can be really good and can tell you about some changes that have made our lives better. • I can tell you how I would feel if a change that I didn't want happened to me. • I can understand why people behave as they do when they are finding a change difficult. • I know that sometimes there can be positive outcomes from changes that I didn't like at first. • I can think about and plan to overcome obstacles when I am trying to change something in my life.
Physical Education	Swimming Craig's Coaching Tennis	Swimming Craig's Coaching Gymnastics	Swimming Craig's Coaching Gymnastics	Swimming Craig's Coaching Basketball	Swimming Craig's Coaching Football	Swimming Craig's Coaching Cricket
MFL	**Scène de plage** • Beach Scene • Bringing a picture to life • Writing a description • Comparing beaches • Poetry • Beach story		**Les planetes** • Introducing the planets • Alphabet • Describing the planets • Writing about a planet • Distances from the sun • Making compound sentences		**Notre monde (Our world)** • Crossing Continents • Rivers and Continents • Language Detectives • What is the weather going to be like? • The journey of the Congo • Explorers	
Religious Education	How and why do Sikhs worship in a Gurdwara?	How and why do Sikhs celebrate Baisakhi? Christmas around the world	What can be learnt from Norther Saints? How did they lead to the growth of Christianity in our region?	Why is Easter important to Christians? The Last Supper and arrest.	What does belonging mean in Sikhism?	Why might people with a religion make special journeys?

Music		Christmas Performance	Lest we Forget, WW2 Music			End of Year Performance
	• use and understand simple staff and other musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music	• listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• use and understand simple staff and other musical notations • develop an understanding of the history of music.	• use and understand simple staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.