

Learning Journey Overview Year 4 and 5

	Autumn 2020	Spring 2021	Summer 2021
Whole School Theme	A sense of place; a sense of belonging	Into the Forest	Farming
Texts to lead learning	Treason –Berlie Doherty	Gorilla Dawn – Gill Lewis	Sky Hawk (Compare to GL)
English	Following Year 3, 4 and 5 National Curriculum to cover reading, writing and EGPS Recovery curriculum		
Maths	Following Year 3, 4 and 5 National Curriculum Recovery curriculum		
Science	(Light Y4) linked with electricity 'Earth, sun and moon' Galileo Galilei. Copernicus	Properties and changes of materials know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Describe how animals obtain their food from plants and other animals. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
	BO: Forces Autumn 19 LT- History	NL LT: History, industrial revolution- mining	BO: Living things in habitats Aut 19
Working Scientifically	Secondary sources and pattern seeking. Making careful observations, taking accurate measurements	Concluding- reporting on findings using drawing , labelled diagrams. Include oral explanations.	Recording – gathering classifying and presenting data.
History	Local study: Study of a theme that extends their chronological knowledge beyond 1066 Key Religious events: Reformation Cause and consequence	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -o pre industrial revolution, industrial revolution, railways. LINK TO HOW MINING IS MAKING CONGO RICH- WHAT MOVED US ON?	Shang Dynasty Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
	NL	NL	NL BO: Concept of dissolution of monasteries / dissolution of empires/ civilisation – Tudors concept

Geography	Human and physical geography of a religion in a European country - Vatican City S America: Las Lajas – sanctuary in Colombia (basilica) <i>Use map, atlases, globes and digital/computer mapping to locate countries and describe studies.</i> LT: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Rainforest - Congo concentrating on their environmental regions, key physical and human characteristics, countries Revisit identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/comparing-people-and-places/amazon-basin	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) , and land-use patterns; and understand how some of these aspects have changed over time
	NL- Weathering Geography link LT: History knowledge & Geography term 2 BO: map making (2019/20)	BO: Y4 Autumn 2019	BO: Aut 20, Spring 21 locational knowledge
Art	Drawing and painting A sense of me Self-portraits Artist - Holbein Portraits – symbolism	Collage Landscapes https://theartyteacher.com/downloads/landscape-collage-unit-of-work/	Silk Painting Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Chinese silk paintings
	B/O drawing and painting in Y3/4	NL LT: Geography unit	NL LT: History knowledge Shang Dynasty
D&T	Clay- patterns and creating model structure of monasteries.	Know where and how a variety of ingredients are grown, reared, caught and processed. Food.	Making farming tool from Shang Dynasty
	NL NL- Weathering, LT Geog	NL	NL
Computing	Digital literacy -use technology safely, respectfully and responsibly: online safety CEOP uthinkuknow		
	Digital Literacy and using technology safely.	Use some of the more advanced features of applications (not just change font) to present ideas and work clearly. Combine more than one source of information (eg text, picture, video, animation, sound).	Understand that algorithms can help the user to solve problems.
	BO: Safe use of technology	NL	NL
Music (composers and genres)	Notation work Music appreciation Appreciate and understand high quality music from different traditions – Gregorian chants; choral –	Identify melodies built around a five note, pentatonic scale Compose and play a melody with at least 5 different	Express an opinion/judgement about a piece of music and justify it in a basic way Use an extended musical vocabulary to express

	gospel, https://www.bbc.co.uk/teach/school-radio/music-ks2-macbeth-index/zfvvf4j Lark ascending https://www.youtube.com/watch?v=ZR2JIDnT2l8	notes. Using five note scales to compose and perform melodies	personal taste Compose and play a melody with at least 5 different notes. Using five note scales to compose and perform melodies
	B/O: Brass tuition Y3	B/O: Brass tuition Y3 BO: Drumming- rhythm 2019	BO: 2021 term 2
RE	Does worship make you happy?	What are the important events in a Jewish person's life?	Why do Christians want to share the world's resources?
	NL	NL	B/O Christianity units
	Why are titles given to Jesus at Christmas time?	How does a mosque show the idea of one community is important to Muslims?	Introduction to Hinduism. How do Hindus describe God?
	B/O Y2 Christmas story/characters & Christianity units	NL	NL
PE	Developing strength and flexibility though hockey basket, netball and dance.	Developing throwing and catching through gymnastics, football and jumping.	Developing control and balance through athletics, running, striking and fielding.
	B/O Y3/4	B/O Y3/4	B/O Y3/4
French	Y4 Where I live; Places in town; Directions; Dictionaries	Y4 Weather; School places; School objects	Y4 Time; School subjects; Numbers(2)
	Y5 Bike; Tour de France (Normandy, Paris); Opinions Meals	Y5 Imperative; Tour de France (Alps, Brittany); Café	Y5 Tour de France (Loire Valley, Provence); Shops
	B/O Y3/4	B/O Y3/4	B/O Y3/4
Rights of the child	Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.	Article 30 Every child has the right to learn and use the language, customs and religions of their family, whether they are shared by the majority of people in the country.	Article 24 (LYFTA) Every child has the right to the best possible health Article 19 Governments must do all they can to protect children from all forms of violence, abuse and neglect from parents or anyone else who looks after them
RSE	CWP: Y4 Growing up; Y5 Puberty		
	Y4 Changes	Y4 What is puberty?	Y4 Healthy Relationships
	Y5 Talking about Puberty	Y5 The reproductive system	Y5 Puberty help and support
Wellbeing (lunchclub)	Curriculum for Recovery The Colour Monster The Ideal Self Anti-bullying week Nov	There are no outsiders in our school Friendship Terrace	Action for Happiness – GREAT DREAM
Health and safety	Walk to school week NSPCC – Speak out, shout out; Bonfire safety	Road safety NHS Self-care award focus (asthma/hayfever/ allergens) Water safety - RNLI	Sun safety Online safety
Enhancement Enrichment	Wellbeing lunch clubs Harvest Festival/ Christmas NSPCC assembly	Easter	Imran Kowtal – Q&A