

Holywell C of E Primary School Curriculum Coverage 2021-2022

Year 4/5	Autumn	Spring	Summer
Theme	<p>People who changed the World (WW2) What was life like for a child in the war? We will learn about the cause and impact of the war. We will focus on the significant people and events of the war.</p>	<p>Take a walk on the Wild Side (Europe) Why are rivers important? We will learn about the main features of rivers, mountains and the populations of European countries. Threshold Concepts – investigating place, investigating patterns, communicating geographically</p>	<p>Time Detectives (Ancient Egypt) Why are the Ancient Egyptian pyramids one of the seven wonders of the world?</p>
Stunning Start	Children to dress up as evacuees. WW2 Specialist to visit Foxes class and share artefacts and local history to inspire and engage children in their WW2 learning.	Explore the countries of Europe, children to choose a country to research and dress up in the colours of the flag. A day sharing information about European countries. A maths focus looking at population and landmass.	Children to learn about mummification. A science investigation using apples with different type of salt to determine which was the best substance at removing water (dehydration) and therefore preserving the body (apple). Children to explore the use of Canopic Jars and the addition of God heads. Use Hieroglyphs to decorate the jars.
Marvellous Middle	Remembrance Day – poetry writing,	Mountains and River impressionist art presentation.	Foxes class school performance – the Queen's Platinum Jubilee.
Maths	We have a whole school approach to Maths using the White Rose schemes of work. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. This will enable pupils to extend their mathematical understanding and develop their fluency, communication, reasoning and problem solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. Where possible links will be made to other subjects.		
	<p>White Rose</p> <p>Number:</p> <ul style="list-style-type: none"> - Place Value - Addition and Subtraction - Multiplication and Division - Measurement, length, perimeter, area 	<p>White Rose</p> <p>Multiplication and Division Number: Fractions Decimals and percentages</p>	<p>White Rose</p> <ul style="list-style-type: none"> - Decimals (including money) - Measurement (Time) - Statistics - Geometry: Properties of shape. - Geometry: Position and Direction. - Y4 (Consolidation) - Y5 Converting units and volume - General consolidation
English – Writing	We focus on writing different text types through the Talk For Writing approach. This involves a process in the which the pupils Imitate (learn a text), Innovate (makes some changes) and then Invent their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. Below are some ideas for text which might be used:		
Texts and Writing Styles	<p>1. <i>The Lion and the Unicorn</i> by Shirley Hughes (fiction) - Dialogue to create inference about a character. - Noun phrases to create description. - Character comparisons using conjunctions. - Personification and prepositions to describe a setting. Children to write a range of diary entries, letters, character comparisons, setting descriptions and finish by writing their own evacuation narrative.</p> <p>2. <i>My Secret War Diary</i> by Flossie Albright by Marcia Williams (non-fiction) - Fronted adverbials - Use a range of sentence structures</p>	<p>1. <i>Beachcomber</i> George Mackay Brown (poetry) - Expanded noun phrases - Prepositional phrases to expand nouns - Commas in lists</p> <p>2. <i>Interview with a Tiger</i> Nick East (non-fiction) - Prepositional phrases: - As part of expanded noun phrase to add detail after the noun. - Used adverbially. - Pronouns to maintain cohesion - Using dictionaries for definitions</p> <p>3. <i>Jungle Survival Handbook</i> by Jen Green (non-fiction) - Retrieve, record and present information. - Structure text and guide reader (headings, bullet points, underlining etc) - Link ideas using time, place and number adverbials.</p>	<p>1. <i>I am cat</i> by Jackie Morris (Poetry) - Expanded noun phrases. - Write similes from prompts. - Write in the present tense. - Complex sentences with combined clauses.</p> <p>2. <i>Beatrice's Dream: Life in an African Slum</i> by Karen Lynn Williams (non-fiction) - Day in the life of an Egyptian? - Extend sentences using a range of conjunctions. - Fronted adverbials - Direct speech</p> <p>3. <i>Cinderella of the Nile</i> by Beverley Naidoo (fiction) - Present perfect form - Conjunctions, adverbs and prepositions to express time, place and cause. - Fronted adverbials - Choose vocab, particularly adverbs and verbs, precisely for meaning.</p>

	<ul style="list-style-type: none"> - Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses. -Different text structures. -Apostrophes for contraction and possession. <p>3. <i>The Snowman</i> by Michael Morpurgo (fiction)</p> <ul style="list-style-type: none"> -Verb tense: past simple and past progressive. -Choice of verbs -Commas in a list -Paragraphing -noun and 'where' adverbials 	<ul style="list-style-type: none"> -Indicate degrees of possibility, using adverbs or modal verbs. 	
English – Reading	<p>We use and send home reading books and diaries which are coloured banded according to reading levels. These build on the children's knowledge and experience already gained. Phonics is taught explicitly everyday and applied throughout the curriculum. A wide range of reading books for both fiction and non-fiction are available in reading corners and the library. Guided reading is taught throughout the school and where possible linked to other areas of the curriculum; e.g. Inspire education and phonics knowledge.</p>		
	<p>Reading Spine – Northern Lights Butterfly Lion Farm Boy Christmas Carol Goodnight Mr Tom DVD RWI:Blue Right to Read</p>	<p>RWI Grey AR Holes Humphrey the Hamster Paralympics The Witches</p>	<p>RWI AR How to prepare a Mummy The infinite Lives of Maisie Day The Velveteen Rabbit Cloud Busting The Midnight Fox White Fang</p>
Science Year 4/5	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them. • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • identifying differences, similarities or changes related to simple scientific ideas and processes. • using straightforward scientific evidence to answer questions or to support their findings. 		
	<p>Milestone 2/3 – Sound and hearing (Year 4/5). Identify how sounds are made, associating some of them with something vibrating: -Listen to and describe a range of sounds from different sources. -Identify the source of sounds. -Compare and contrast how loud and quiet sounds are made. -Experiment with stringed musical instruments to discover how high and low notes are made and explain your findings. -Explain the role of vibration in creating sounds. -Suggest a way to prove the relationship between vibration and pitch.</p> <p>Milestone 2/3 - Earth and Space (Year 5). -The Earth. -The Sun, the Moon and the Earth. -The Solar System. -The Rocky Planets. -Geocentric and Heliocentric.</p>	<p>Milestone 2/3 – how water is transported through plants/flowering plants (Year 4/5) Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. - Describe and illustrate the functions of different parts of flowering plants. - Explain how leaves are important in creating food for a plant. - Prove or disprove that roots act like straws sucking up water for the plant. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Grow, observe and record the growth of a range of different plants. - Compare and contrast the conditions for growth for a range of different plants. - Explain why these differences may exist. Investigate the way in which water is transported within plants. - Observe (or read about) and answer questions about how water is transported in plants. - Experiment with food colouring to demonstrate how water is transported through a plant. - Explain the experiment and summarise your observations. - Compare and contrast your observations with those of others.</p>	<p>Milestone 2/3 – investigate materials (S, L, G) (Year 4/5) Ashleigh planning – Is a solid always a solid? Compare and group materials together, according to whether they are solids, liquids or gases. -Name materials as solids, liquids or gases. - Observe and describe the typical properties of solids, liquids and gases. - Complete tables to show information about solids, liquids and gases. - Compare and contrast solids, liquids and gases. - Classify liquids in different ways. - Classify solids in different ways. - Classify gases in different ways. - Explain why a helium filled balloon will float in air.</p>
Art and Design Year 4/5	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 		

	Henry Moore (sculptor) Propaganda posters	Impressionism (Curriculum Companions Milestone 2)	Buildings - Modern and Ancient Egypt - Buckingham Palace Developing drawing skills.
ICT Computing Year 4/5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
	Barefoot Computing Phishing Game Scratch Maths Quiz Selection Network Hunt	River Crossing Activiszwszty You're the Jury	2D Shape drawing Data dash Cognition learning visit – robot rovers
Design and Technology Year 4/5	<ul style="list-style-type: none"> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. <p>Design</p> <ul style="list-style-type: none"> When designing and making, pupils should be taught to: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. 		
	Textiles 'Make, do and Mend' - cross stitch Christmas Cards. Felt baubles.	2.6 Frame structures (bridges)	Healthy snacks - Smoothies - Sandwiches - Salads
Geography Year 4/5	<ul style="list-style-type: none"> Human geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 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 Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
	CURRICULUM COMPANION 2/3 Light touch - countries of Europe Which countries were involved in WW2 (Exploring maps) Land use: 1. Sketch Maps To describe and understand key aspects of human geography including land use in the context of using sketch maps. • I can use simple sketch maps that show how land is used. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map. I can draw a simple sketch map. 2. Using a Key Describe and understand key aspects of human geography including land use in the	CURRICULUM COMPANION Milestone 2 (Europe) Location: - Which landmass is the continent of Europe part of? - What are the two main boundaries between Europe and Asia? - Compare and contrast the location of Europe and of North America. (Y5) - Which hemisphere is Europe entirely within? - Which oceans border Europe? - What is Europe's and also the world's most northerly capital city? - Which country is the city in? - Compare and contrast the location of Europe with that of Africa. (Y5) - There are five primary rivers in Europe. - Define the word 'primary'.	CURRICULUM COMPANION Milestone 2 Egypt: Where in the world? Use knowledge of rivers from previous term to discuss the importance of the river Nile. Erosion and deposition – with focus on the River Nile. International trade – The importance of tourism in Egypt. Investigate places. <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

	<p>context of using keys and legends. I can use a key on a map to show how land is used</p> <p>3. How Land Is Used Use maps and atlases to describe land use in the context of thinking about urban and rural areas. I can describe land use in urban and rural areas in the UK.</p> <p>4. How Land Is Used for Farming Use maps and atlases to describe land use in the context of thinking about agriculture. I can explain how land is used for different types of farming.</p>	<ul style="list-style-type: none"> - Mark the routes of the five primary rivers in Europe on a map and label them. - On the same map, label their sources and the bodies of water into which they flow. - Label the length of each river. - Name some other important rivers in Europe. - Locate and label the mountain ranges of Europe. <p>Diversity:</p> <ul style="list-style-type: none"> - How many countries are there in Europe? - Locate and label the countries of Europe. - Name the main regions of Europe. - How many languages are spoken in Europe. - Organise information about common words and phrases used in three different European languages. (Y5) - What are the three main types of languages spoken in Europe? - Which language is spoken by most Europeans as either their first or second language? - Which European countries have the largest and smallest populations? <p>Human Features:</p> <ul style="list-style-type: none"> - How many countries are there in Europe? - What is the population of Europe? - Why is the population of Europe surprising? - Which are the three largest countries in Europe? - Which is the biggest island in Europe? - Which is the smallest city in Europe? - Define the word 'inhabitants'. - Define the word 'city-state'. - Define the word 'population'. <p>Physical Features:</p> <ul style="list-style-type: none"> - Define the word 'source'. - Define the word 'delta'. - What is a landlocked sea? - Locate and label the landlocked seas in Europe (and elsewhere). - Italy's Po River traverses the country. - Define the word 'traverse' (traverses, traversing). - What is a mountain range? • - What are two names for the top of a mountain? - What does the word 'extends' mean? - How do you measure the height of a mountain? - How do you measure how tall a mountain is? - What is the highest mountain in Europe? - Which mountain range is it part of? - What is the highest peak in the European Alps? - Organise information about the 11 mountain ranges on the knowledge web. (Y5) 	<p>Investigate patterns.</p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones (inc. day and night) • Understand some of the reasons for geographical similarities and differences between countries. <p>Communicate geographically.</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water-cycle human geography: including: settlements, land-use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
<p>History Year 4/5</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Fire of London. The changing power of monarchs – Stuarts. A significant turning point in British history. The Fire of London.</p>	<p>Light touch - Explorers - (Curriculum Companion 3 pg152-3)</p> <p>Lessons:</p> <ul style="list-style-type: none"> - 1000: Leif Eriksson became the first European to reach North America. - 1405: Zheng He sailed from China to India. - 1492: Christopher Columbus sailed to the New World. 	<p>Main theme – Ancient Egyptians. (Curriculum Companion 2 pg121-125)</p> <p>Investigate and interpret the past.</p> <ul style="list-style-type: none"> - Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past.

	<ul style="list-style-type: none"> - 1942: Mass killings began at Auschwitz. - 1943: German army defeated at Stalingrad, Russia. - 1944: D-Day: allied invasion of France. - 1945: Hitler committed suicide, Germany surrendered. - 1945: Japan surrendered after the USA dropped two atomic bombs 	<ul style="list-style-type: none"> - 1770: James Cook (Captain Cook) reached the coast of Australia. - 1911: Roald Amundsen reached the South Pole. - 1932: Amelia Earhart flew solo across the Atlantic. - 1953: Sir Edmund Hillary reached the summit of Mount Everest. - 1969: Neil Armstrong walked on the Moon. 	<ul style="list-style-type: none"> - Seek out and analyses a wide range of evidence in order to justify claims about the past. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives the full answer to questions about the past. - Refine lines of enquiry as appropriate. Build an overview of world history. - Give a broad overview of life in Britain and some major events from the rest of the world. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline. - Use dates and terms accurately when describing events. Communicate historically. - Use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas.
MFL	Spanish – Spanish teacher visit every other week.	French – People, Food and Manners.	French – Animals and the World Around Us.
Music	Pupils should be taught to: <ul style="list-style-type: none"> • 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 • use and understand 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 • develop an understanding of the history of music. 		
	Charanga: -Let Your Spirit Fly -Mamma Mia -Three Little Birds	Charanga: -Stop! -The Dragon Song -Lean On Me	Charanga: -Bringing Us Together -Blackbird -Reflect, Rewind and Replay
Physical Education	Real PE	Real PE Gymnastics (Falcons gym. Tuesday pm)	Real PE
PSHE	1decision: <ul style="list-style-type: none"> • Keeping and Staying Safe • Feelings and Emotions • Computer Safety 	Edukid 1decision: <ul style="list-style-type: none"> • Our World • Keeping and Staying Healthy • Relationships 	1decision: <ul style="list-style-type: none"> • Being Responsible • Hazard Watch • The Working World
Religious Education Year 4/5	Christian Values – Sept - Friendship and Community Oct/Nov - Respect and dignity December - Peace	Christian Values - January – Truthfulness, Honesty and Wisdom February – Love and Compassion March/April – Hope and Aspiration	Christian Values May - Thankfulness/appreciation June - Courage July - Courage
	Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism	Theme Passover (Judaism) How important is it for Jewish people to do what God asks them to do. Yr 4 unit	Theme: Kingdom of God (Christianity) Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
	----- Key Question: What is it like to Follow God Religion: Christianity	Theme Salvation (Christianity) What do Christians believe Jesus did to save human beings. Year 5/UKs2 unit.	Theme: Gospel (Christianity) What would Jesus do? Why do some people believe in God and some people not?

Trips	None	Residential – Skern Lodge	Train ride to Exeter Exeter Cathedral Exeter History Museum to explore the Ancient Egyptians.
Fantastic Finish	Children cooking/preparing food rations	Show books Recount of Residential Quiz with parents.	Egyptian Museum – recreate in village hall as inspired by our Exeter trip. Each child makes an artefact about an aspect of Ancient Egypt that interests them. Alongside an information sheet. Celebrating the school's 200 th anniversary.