




# Curriculum Overview



<b>Academic Year:</b> 2024-2025	<h2>Year 4/5 Maple Class</h2>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>TOPIC</b> History / Geography  	<b>Ancient Greeks</b>  <i>How do we know so much about Ancient Greece?</i>	<b>Europe Greece</b>  <i>How does England compare to Greece?</i>	<b>The History of Space Travel</b>  <i>How did space travel change the world?</i>	<b>United Kingdom East of England</b>  <i>Is East Hertfordshire a good county to live in?</i>	<b>Shang Dynasty</b>  <i>Why is the Shang Dynasty important to modern times?</i>	<b>South America The Amazon Rainforest</b>  <i>What are the implications of deforestation and how can people help?</i>
<b>Art / D&amp;T</b>  	<b>Drawing and Painting</b>  <b>Wassily Kandishky</b> Abstract art	<b>Textiles</b>  <b>Combining different fabric shapes</b>	<b>Drawing and Painting</b>  <b>Van Gogh</b> Post-Impressionism / Neo-Impressionism	<b>Electrical Systems</b>  <b>Simple Circuits and Switches</b> Torch	<b>Drawing</b>  <b>Trees in Art</b> Various artists including Piet Mondrian	<b>Food</b>  <b>Celebrating culture and seasonality</b> Burgers
<b>MUSIC</b>  	<b>Pink Panther Theme</b>	<b>The Horse in Motion</b>	<b>Hans Zimmer- Earth</b>	<b>Building a groove</b>	<b>Songwriting</b>	<b>Heitor Villa-Lobos – The Little Train of the Caipira</b>

<p><b>ENGLISH</b></p> 	<p><b>Fiction</b> Narrative – character description</p> <p><b>Non-Fiction</b> Instructional text</p> <p><b>Poetry by Heart</b> Performance poem</p>	<p><b>Fiction</b> Myths, traditional tales / legends</p> <p><b>Non-Fiction</b> Diary Letter (informal)</p> <p><b>Biography and autobiography</b></p> <p><b>Poetry – Cinquain</b></p>	<p><b>Fiction</b> Narrative – setting description</p> <p><b>Non-Fiction</b> Letter (formal) Newspaper report</p> <p><b>Performance poem</b> Poetry by Heart</p>	<p><b>Fiction – Narrative</b></p> <p><b>Non-Fiction</b> Balanced Arguments - Discussion</p> <p><b>Poetry – spoken word / rap / riddles</b></p>	<p><b>Fiction</b> Writing and performing a play</p> <p><b>Non-Fiction</b> Non-chronological reports</p>	<p><b>Fiction</b> Stories – suspense and mystery</p> <p><b>Non-Fiction</b> Explanation texts</p>
<p><b>Class books</b></p>	<p><b>The Odyssey</b></p> <p>Gillian Cross</p>	<p><b>Coming to England</b></p> <p>Floella Benjamin</p>	<p><b>Macbeth</b></p> <p>Shakespeare</p>	<p><b>Cosmic</b></p> <p>Frank Cottrell Boyce</p>	<p><b>High Rise Mystery</b></p> <p>Sharna Jackson</p>	<p><b>Oranges in No Man’s Land</b></p> <p>Elizabeth Laird</p>
<p><b>MATHS</b></p> 	<p><b>Place Value, Addition and Subtraction, Multiplication and Division, Length, Perimeter and Area</b></p> <p><b>Position &amp; Direction</b></p>		<p><b>Multiplication and Division, Fractions, Decimals, Percentages, Properties of Shape</b></p>		<p><b>Decimals / Money, Statistics, Converting units and volume</b></p>	
<p><b>FRENCH</b></p> 	<p><b>Phonetics &amp; Presenting myself</b></p>	<p><b>Les Jeux olympiques (The Olympic Games)</b></p>	<p><b>Family</b> La famille</p>	<p><b>Clothes</b> Les vêtements</p>	<p><b>At the café</b> Au café</p>	<p><b>Do you have a pet?</b> As tu un animal</p>

<p>RE Judaism Christianity Sikhism</p> 	<p>Year 4: <b>JUDAISM</b></p> <p>How special is the relationship Jews have with God?</p> <p>Year 5: <b>SIKHISM</b></p> <p>How far would a Sikh go for his/her religion?</p>	<p>Year 4: <b>CHRISTIANITY</b></p> <p>What is the most significant part of the nativity story for Christians today?</p> <p>Year 5: <b>CHRISTIANITY</b></p> <p>Where does the Christian Bible come from?</p> <p>Is the Christmas story true?</p>	<p>Year 4: <b>JUDAISM</b></p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Year 5: <b>SIKHISM</b></p> <p>Are Sikh stories important today?</p>	<p>Year 4: <b>CHRISTIANITY</b></p> <p>Is forgiveness always possible for Christians?</p> <p>Year 5: <b>CHRISTIANITY</b></p> <p>Easter Did God intend Jesus to be crucified and if so was Jesus aware of this?</p>	<p>Year 4: <b>JUDAISM</b></p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Year 5: <b>SIKHISM</b></p> <p>What is the best way for a Sikh to show commitment to God?</p>	<p>Year 4: <b>CHRISTIANITY</b></p> <p>Do people need to go to church to show they are Christians?</p> <p>Year 5: <b>CHRISTIANITY</b></p> <p>What is the best way for a Christian to show commitment to God?</p>
<p>PSHE</p> 	<p>Me and my relationships</p>	<p>Valuing difference</p>	<p>Keeping myself safe</p>	<p>Rights and responsibilities</p>	<p>Being my best</p>	<p>Growing and changing</p>
<p>PE</p> 	<p>Yoga Forest Hockey Tag rugby</p>	<p>Yoga Forest Basketball Football</p>	<p>Dance Y4 Forest Gymnastics Dodgeball</p>	<p>Dance Y4 Forest Netball / Handball General fitness</p>	<p>Yoga Dance Y5 Forest Cricket</p>	<p>Yoga Dance Y5 Forest Athletics Rounders</p>
<p>COMPUTING</p> 	<p>Digital Literacy  Online Life</p>	<p>Computer Science  STEAM challenges</p>	<p>Information Technology  Making AR games</p>	<p>Digital Literacy  YouTuber / Blogging</p>	<p>Computer Science  Web Designer</p>	<p>Information Technology  Binary Messages</p>

<p><b>SCIENCE – Y5</b></p> 	<p><b>All living things and their habitats - Rainforest animals and adaptations</b></p>	<p><b>Earth and Space</b></p>	<p><b>Properties and changes of materials: Solids, Liquids, gases Dissolving</b></p>	<p><b>Forces</b></p>	<p><b>Animals including humans Changes and reproduction Changes as humans develop to old age</b></p>
<p><b>SCIENTISTS</b></p>	<p><b>David Attenborough Richard Evans Schultes Jane Colden</b></p>	<p><b>Katherine Johnson</b></p> <p><b>Black holes and gravity with Stephen Hawking</b></p>		<p><b>Galileo Galilei</b></p>	<p><b>Fleming's antibiotics</b></p>
<p><b>SCIENCE – Y4</b></p> 	<p><b>Animal and plant classifications</b></p> <p><b>Using a key</b></p> <p><b>Habitats</b></p>	<p><b>Sound</b></p>		<p><b>Properties of materials</b></p>	<p><b>Animals, including humans: human digestion, teeth and food chains.</b></p>