





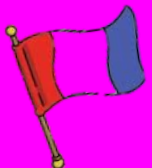




# Curriculum Overview

Academic Year: 2025-2026	<b>Year 4/5</b> <b>Maple Class</b>						
<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> <b>History / Geography</b> 	<b>Crime and Punishment</b>  <i>How do modern methods of crime prevention and detection compare with what existed in the past?</i>	<b>United Kingdom National Parks</b>  <i>How can we protect National Parks like the Lake District and Pembrokeshire Coast?</i>	<b>Ancient Egyptians</b>  <i>How have the Ancient Egyptians influenced the world?</i>	<b>Europe Natural Disasters</b>  <i>How are volcanoes formed?</i>	<b>The Mayan Civilisation</b>  <i>Why did The Mayan Civilisation disappear?</i>	<b>North America Central America and Mexico</b>  <i>What makes North America, Central America and Mexico such diverse and exciting places to explore?</i>	
<b>Art / D&amp;T</b> 	<b>Drawing Lessons</b> MC Escher Modern Art	<b>Textiles</b> Sewing techniques	<b>Painting + Relief Sculpture</b> Egyptian Art	<b>Mechanical Systems: Pulleys or Gears and cam mechanisms</b>	<b>Architects and Designers</b> including focus study of Gaudi Henry Moore and Sculpture	<b>Food:</b> Celebrating culture and seasonality Savoury Scone / Bread	
<b>MUSIC</b> 	<b>Composing with Colour</b>	<b>Kisne banaaya</b>	<b>Fanfare for the Common Man</b>  Songs: Tutankhamun Mummy Rag Cleopatra	<b>Baloo Baleerie</b>  <b>Space:</b> Spaceship compositions Holst's the planets	<b>Composing in ternary form</b>	<b>Composing with Colour</b>	

<b>ENGLISH</b> 	<b>Non-Fiction</b> Diaries, Letters (formal), Instructional text  <b>Fiction</b> Narrative – character description  <b>Poetry</b> Performance poem The Treasures by Clare Bevan Poetry by Heart	<b>Non-Fiction</b> Letters (informal) Biography and autobiography  <b>Fiction</b> Narrative – setting description  <b>Poetry</b> – Cinquain	<b>Non-Fiction</b> Non-chronological reports  <b>Fiction</b> Traditional tales / legends  <b>Poetry</b> Performance poem Poetry by Heart	<b>Non-Fiction</b> Balanced Arguments - Discussion  <b>Fiction</b> Stories from space  <b>Poetry</b> – spoken word / rap / riddles	<b>Non-Fiction</b> Newspaper report  <b>Fiction</b> Stories – suspense and mystery  <b>Poetry</b> – Narrative e.g. Chocolate poetry	<b>Non-Fiction</b> Explanation texts e.g. Chocolate making  <b>Fiction</b> Writing and performing a play  <b>Poetry</b> – Narrative e.g. Chocolate poetry
Class books	<b>Outlaw by Michael Morporgo</b>	<b>Treason Berlie Doherty</b>	<b>The Heart Scarab Saviour Pirotta</b>	<b>Romeo and Juliet Shakespeare</b>	<b>The miraculous journey of Edward Tulane</b>	<b>The Secret Lake Karen Inglis</b>
<b>MATHS</b> 	<b>Place Value, Addition and Subtraction,  Multiplication and Division,  Length, Perimeter and Area  Position &amp; Direction</b>		<b>Multiplication and Division, Fractions,  Decimals, Percentages,  Properties of Shape</b>		<b>Decimals / Money, Statistics, Converting  units and volume</b>	
<b>FRENCH</b> 	<b>Presenting myself  My home</b>		<b>In the classroom  The date</b>		<b>The weather  Traditions and celebrations</b>	

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

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