

New Curriculum 2014 – Y4/5 – Cycle A 2024-25

| Cycle A Y4/5<br>2024-25 | Autumn 1   | Autumn 2   | Spring 1                           | Spring 2  | Summer 1                                | Summer 2  |
|-------------------------|--|--|------------------------------------|---|---|---|
| Theme                   | <b>Anglo Saxons and Scots – Britain’s Settlement</b>   | <b>Local History</b>                                       | <b>Our Local Area</b>              | <b>The Sunshine State</b>   | <b>Plants</b>                           | <b>Castles</b>  |
| <b>History</b>          | Anglo-Saxons, Vikings and Scots Settlements in Britain<br>Y4/Y5 – Primary Historical Association | Local History Study – Lincoln?                             |                                    |   |   | Why were castles so important to the Normans?   |
| <b>Geography</b>        |  |  | What is being done to save Alford? | Why are jungles so wet and deserts so dry?                                | Why is Jane’s house only worth a pound? |   |
| <b>Science Year 4</b>   | Living things and their habitats (Y4 classification)   | Animals including humans (Y3 nutrition, skeleton, muscles) | Forces and Magnets (Y3)            | States of Matter (Y4)   | Plants (Y3)                             | Scientists and Inventors (Y4)   |
| <b>Science Year 5</b>   | Light - Including ‘How the eye works’  | Living Things and Habitats - Microorganisms                |                                    | Forces – Buoyancy   | Evolution and Inheritance               | Living Things and Habitats - Life Cycles (plants and animals)<br><br><i>Animals, Including Humans – Puberty (as part of PSHE)</i> |
| <b>Computing</b>        |  |  |                                    |   |   |   |
| <b>Art</b>              | Craft – Weaving, Bayeux Tapestry<br>3D Sculpture – Clay pots                                     |  | Printing – identify patterns       | Computer art – Knowledge of artists and styles of art - Disney animations |   |   |
| <b>Music</b>            | Ukulele  | Ukulele  | Yr 4/5 Introducing chords          | Singing - Production  | Yr 4/5 Creating simple melodies         | Yr 4/5 Connecting notes and feelings  |

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| <b>DT</b>           |   | Textiles – 2D shape to 3D product<br>Design and make a purse |   |  | Food and Nutrition -<br>Healthy and varied diet<br>Make soup   | Structures- shell structures<br>Making Viking Boats |
| <b>RE</b>           | <p><b>UC- Year 3/4 Creation</b><br/>UC 2a.1 (core)<br/>What do Christians learn from the creation story?<br/>B1, B2<br/>L2, L3, L4a<br/>T2, T3</p> <p><b>UC – Year 4/5 God/Incarnation</b><br/>UC 2a.3<br/>What is the Trinity?<br/>B1, B2a<br/>L2, L3, L4a, L4b<br/>T1, T2, T3</p> |  | <p><b>LAS Compulsory</b><br/>God – Islam<br/>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]<br/>B1, B2a<br/>T2, T3<br/><i>Theology/believing</i></p> | <p><b>LAS Compulsory</b><br/>Community –Islam<br/>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]<br/>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]<br/>B2a L1, L2, L3, L4a<br/>T2, T2<br/><i>Social science / living</i></p> | <p><b>LAS Additional (2025)</b><br/>Big Questions (including Christianity):<br/>What does it mean to live a good life?<br/>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether Why might some religious people not use pictorial representation to express belief, e.g. Muslims? ]<br/>B1, B2a, B2b<br/>L1, L2, L3, L4a, L4b<br/>T1, T2, T3</p> |   |
| <b>PSHE / RSE</b>   | Theme: Health and Well Being  |  | Theme: Relationships  |  | Theme: Living in the Wider World   |   |
| <b>PE</b>           | Games - Tag Rugby<br>Dance - These shoes are made for walking Unit!   | Games - Dodgeball<br>Gym - Stretching and curling Unit L     | Games - Football<br>Dance - Incognito Unit 2  | Games - Basketball<br>Gym - Symmetry Unit M  | Games - Rounders / kickball<br>Dance – The Eagle Unit 3  | Games - Athletics<br>Gym - Travelling Unit O        |
| <b>MFL - French</b> | Moi (All about me)  | Jeux et chansons (Games and Songs)                           | On fait la fete (Celebrations)  | Portraits (Portraits)  | Les quatre amis (The 4 friends)  | Ca pousse! (growing things)                         |

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| <b>Oracy</b> | Speaking, listening, collaboration and discussion framework used across the curriculum, in conjunction with Wellcomm (Primary) guidelines. |
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