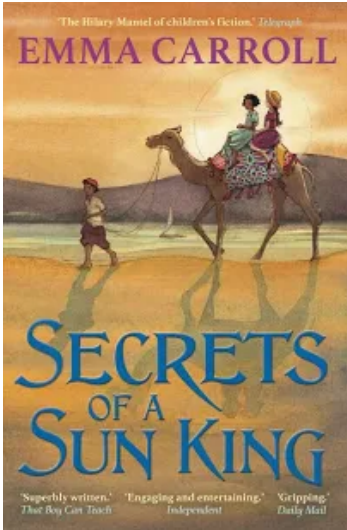


Year 4/5 Overview (Year A: 2026/2027)

Ancient Civilisations (Autumn)			
History Driver			
Reading 	Writing 	Mathematics 	
Year 4/5: Class Texts: Secrets of the Sun King by Emma Carroll Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to ancient civilisations 	Diaries - Exploring the specific features of Diaries - Focus on Alan Peat: Emotion Sentence and OI Sentence - SPAG: Fronted Adverbials, Pronouns for cohesion, Consistency of tense and Describing characters and settings - Independent: Writing a diary entry from Egypt Narratives - Exploring features of Narratives - Focus on Alan Peat: 3 -ed sentence and De: De sentence - SPAG: Conjunctions and Speech - Independent: Writing a story based on the myth Osiris and Iris Non- Chronological Report - Exploring features of Non-Chronological Report - Focus on Alan Peat: SSI Sentence and De: De Sentence - SPAG: Organising paragraphs around a theme, Relative clauses, Commas for clarity, Brackets, Hyphens and Dashes - Independent: Writing a report based on Ancient Sumer	Year 4 Place Value - Count, read, and write numbers up to 10,000 in words and digits. - Find 1, 10, 100, or 1,000 more or less than any number. - Compare, order, and round 4-digit numbers to the nearest 10, 100, or 1,000. - Read Roman numerals up to 100. Addition and Subtraction - Add and subtract up to 4-digit numbers using mental maths and column methods. - Estimate answers by rounding and check results using inverse operations. Area - Find shape areas by counting full and half squares on a grid. - Build and compare shapes with different areas. Multiplication and Division - Know times-tables and division facts for 3, 6, 7, 9, 11, and 12. - Multiply numbers by 0 and 1, and divide numbers by 1 or themselves. - Multiply three single-digit	Year 5: Place Value-Roman numerals up to 1,000,000, covering how to read, write, partition, compare, order, and round large numbers using powers of 10. Addition and Subtraction- Adding and Subtracting numbers beyond four digits using mental strategies, inverse operations, rounding checks, and problem-solving to compare calculations and find missing values. Multiplication and Division- Key number properties—including multiples, factors, prime, square, and cube numbers—alongside multiplying and dividing efficiently by powers of 10. Fractions- Recognizing and converting equivalent, improper, and mixed fractions, before moving on to comparing, ordering, adding, and subtracting them across single fractions and mixed numbers.

				numbers together.	
History  Ancient Egypt and Ancient Sumer		Geography  Ancient Egypt and Ancient Sumer		Religious Education 	
Year 4: ● Chronology & Comparison: Timeline Egypt vs. Britain and track period changes. ● Society & Life: Compare rich vs. poor, past values,/ modern influences. ● Evidence: Gather and analyze diverse sources using simple reasoning.	Year 5: ● Chronology: Build timelines of key events and eras. ● Evidence & Sources: Choose, compare, and critically evaluate sources for reliability. ● Interpretation: Explain why historical events can be told in different ways using evidence. ● Research: Plan and present a targeted project on a historical period.	Year 4: ● Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere	Year 5: ● Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries	Why do people pray? Describe the practice of prayer in the religions studied ● Describe the practice of prayer in the religions studied ● Make connections between what people believe about prayer and what they do when they pray Why do some people think God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence. ● Present different views on why people believe in God or not, including their own ideas ● Express thoughtful ideas about the impact of believing or not believing in God on someone's life.	
Computing  Digital Literacy and Information Technology		PSHE 		Physical Education  Tag Rugby and fitness	
● Understand what is acceptable and unacceptable behaviour online. ● Understand what scams, spams and hackers are and the corresponding dangers. ● To appreciate how results are selected and ranked using search technologies. ● Understand how the internet and the world wide web can provide opportunities for collaboration and communication.		Year 4: ● Positive friendships, including online ● Responding to hurtful behaviour; managing confidentiality; recognising risks online	Year 5: ● Managing friendships and peer influence ● Physical contact and feeling safe ● Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Year 4: ● Use a variety of throwing techniques with increasing success in game situations. ● Catch a ball passed to them using one and two hands with increasing success. ● Link hopping and jumping actions with some control.	Year 5: ● Use a variety of throwing techniques with some control under increasing pressure. ● Catch and intercept a ball using one and two hands with some success in game situations. ● Link hopping and jumping

		Respecting differences and similarities; discussing difference sensitively	- Core Values - Anti bullying	Begin to co-ordinate their body at speed in response to a task.	- actions with some control. - Demonstrate improved body posture and speed when changing direction.
Science  Sound/ Earth and Space		Music 		Art 	
Year 4: Sound - Identify how sounds are made. - Find patterns between the pitch of a sound and the features of the object that produced it. - Recognise that sounds get fainter with distance. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Year 5: Earth and Space - Describe the movement of the Earth and other planets relative to the Sun in the solar system. - Describe how the Moon orbits the Earth. - Learn that the Sun, Earth and Moon are all spherical in shape. - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Year 4/5 Singing: - Sing songs (octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. - Sing a 3 part round song/4 part canon as a class. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure, articulation), recognise instruments and types of ensembles. Articulate likes and dislikes. Know the difference between singers Musicianship: - Maintain pulse including tempo changes using a range of percussion/ playing an instrument as a whole class. - Read and write 20/25 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Term Focus: - Perform following staff notation within a small range of 5 notes/ octave as a class and/ or small group. Improvise using a limited note range making use of musical features.		Year 4: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet	Year 5: - Explore ancient hieroglyphics and be able to replicate them accurately - Shape and mould clay to create an Ancient Egyptian tablet

Design Technology- CAMS 	French 	
- To use a bradawl to mark out hole positions - To use a hand drill to drill tight and loose fit holes. - To build frameworks using a range of materials e.g. wood, card, corrugated plastic to support mechanisms. - To join materials using appropriate methods. - To construct a pulley system to move a load. - To use a glue gun (with close supervision).	Year 4 - Remember the nouns for different family members in French from memory with their articles/determiners - Describe our own or a fictitious family in French by name, age and relationship. - Learn numbers up to 70 and the multiples of ten (10-100) in French. - Understand possessive adjectives better in French ('my' form only). Phonics - IN sound in cinq & cinquante - I sound in petite - ILLE sound in famille & fille - IQUE sound in unique • Silent letters: the final consonant ('s') is not pronounced in appellees,ans, soeurs, mes grands-parents or parents. - Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'.	Year 5 - Remember the nouns for different family members in French from memory with their articles/determiners - Describe our own or a fictitious family in French by name, age and relationship. - Learn numbers up to 70 and the multiples of ten (10-100) in French. - Understand possessive adjectives better in French ('my' form only). Phonics - IN sound in cinq & cinquante - I sound in petite - ILLE sound in famille & fille - IQUE sound in unique • Silent letters: the final consonant ('s') is not pronounced in appellees,ans, soeurs, mes grands-parents or parents. - Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'.



Sow, Grow, Farm (Spring) <i>Geography Driver</i>			
Reading 	Writing 	Mathematics 	
Year 4/5: Class Texts: Secret Garden by Frances Hodgson Burnett Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison. In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to farming. 	Persuasive Writing - Exploring the specific features of writing a persuasive letter - Focus on Alan Peat: Many Questions Sentence and PC Sentence - SPAG: Apostrophes, Vocabulary choices and Formal Tone - Independent: Writing a letter to an MP about pollution Setting description - Exploring features of descriptive writing - Focus on Alan Peat: SSI Sentence, Irony Sentence - SPAG: Describe characters and settings, Prepositions and Adverbials - Independent: Writing based on the Secret Garden Book Poetry - Exploring features of poetry - Focus on Alan Peat: Emotion Sentence, PC Sentence - SPAG: Vocabulary choices, Personification, Correct tense, and Apostrophes - Independent: Writing a poem about the personification of harvest	Year 4 Fractions - Recognise how shapes and quantities split into equal parts. - Count forwards and backwards past 1 whole. - Partition mixed numbers into wholes and parts. - Compare and order mixed numbers. - Convert between mixed numbers and improper fractions. - Identify equivalent fractions. - Add fractions with the same denominator. - Subtract fractions with the same denominator. Decimals - Recognise tenths as fractions and decimals. - Recognise hundredths as fractions and decimals. - Divide 1 and 2-digit numbers by 10 and 100. Length and Perimeter - Measure and convert distances using metres and	Year 5: Multiplication and Division-Builds core multiplication skills up to 4-digit by 2-digit calculations, introduces short division with remainders up to 4-digits, and applies these techniques to efficient problem-solving. Fractions- Multiplying unit fractions, non-unit fractions, and mixed numbers by integers, as well as calculating fractions of amounts to find parts, totals, and apply fractions as operators. Decimals and Percentages- Reading, writing, comparing, and rounding decimals up to three decimal places (thousandths), alongside mastering equivalences between fractions, decimals, and percentages. Perimeter and Area- Calculating the perimeter of rectangles, rectilinear shapes, and regular polygons, as well as finding and estimating the area of rectangles and compound shapes.

				kilometres. ● Find the perimeter of 2D shapes. ● Calculate missing side lengths to find perimeters	Statistics- Drawing, reading, and interpreting line graphs, as well as extracting and analyzing data from single tables, two-way tables, and timetables.
History 		Geography 		Religious Education 	
●Order significant events and dates on a timeline.	●Order significant events, movements and dates on a timeline.	● Learn what climate zones are and identify different ones around the world. ● Find and study world biomes ● Connect how the Equator and the Tropics shape the climates of North and South America. ● Look at the impacts and consequences of climate change. ● Use maps, globes, and Google Earth to locate countries, major cities, and landscapes in North and South America. ● Research how water shapes local environments, where people settle, and sustainability. ● Choose a clear way to present how transport is used in the area today.		To be added after Autumn term	
		Year 4: ● Map Skills: OS maps, 4-figure grid references, symbols, and global markers (Equator/Hemispheres). ● Climate & Nature: Climate zones, global warming, water's impact, and global habitats. ● The Americas: Locating features, countries, and cities in North/South America via the Equator and Tropics. ● Human Systems: Regional variations in modern transport systems.	Year 5: ● Map Skills: Use 4 figure grid references ● Compare a region of the UK with a contrasting region and identify similarities and differences ● Climate & Nature: Focus on areas of Earth with a particular climate and living things (Biome) tundra, desert, grassland, rainforest		
Computing  Control Systems and Digital Literacy		PSHE 		Physical Education  Dance and Netball	
● Understand how to break programs down into smaller parts (decomposition) and why that is useful.		Year 4: ● What makes a	Year 5: ● Protecting the environment;	Year 4: ● Use action and reaction to	Year 5: ● Accurately copy and repeat

- Understand how repetition (loops) can be used within programs. - Understand what a digital footprint is and how it can impact your life. - Understand that algorithms are used to track online activity in order to influence us (e.g. cookies = advertising).		- community; shared responsibilities - How data is shared and used - Making decisions about money; using and keeping money safe	- compassion towards others - How information online is targeted; different media types, their role and impact - Identifying job interests and aspirations; what influences career choices; workplace stereotypes	- represent an idea. - Use counts when choreographing short phrases. - Use simple tactics to help their team score or gain possession.	- set choreography - Use count accurately when choreographing to perform in time with others and the music. - Understand the need for tactics and can identify when to use them in different situations.
Science  Living Things and their Habitats		Music 		Art 	
Year 4: <u>Living Things and Their Habitats</u> - Explore differences between things that are living, dead, and things that have never been alive. - Identify and name a variety of plants and animals in their habitats.	Year 5: <u>Living Things and their Habitats</u> - Explore differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited. - Describe the differences between different habitats. - Use simple food chains to show where food comes from.	Year 4/5 Singing: - Sing songs (octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo. - Sing a 3 part round song/4 part cannon as a class. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure, articulation), recognise instruments and types of ensembles. Articulate likes and dislikes. Know the difference between singers Musicianship: - Maintain pulse including tempo changes using a range of percussion/ playing an instrument as a whole class. - Read and write 20/25 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Term Focus: - Perform following staff notation within a small range of 5 notes/ octave as a class and/ or small group. Improvise using a limited note range making use of musical features/ freely with a developing sense of character. - Record a pitched rhythm with stick notation Create a musical response to depict a mood.		- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing	- Use various drawing techniques to create shading - Look at how light interacts with a drawing - Practise how to create light within a drawing - Be able to create accurate shadows within a drawing

Design Technology  Cooking and Nutrition	French 	
• To sensory vocabulary to describe the smell, taste, texture and feel of different foods. • To analyse the taste, texture, smell, and appearance of a range of foods. • To measure and weigh ingredients appropriately • To follow instructions. • To make healthy eating choices from an understanding of a balanced diet. • To make healthy eating choices from an understanding of a balanced diet. • To join and combine a range of ingredients eg: snack food,	<u>Au Salon De Thé</u> • Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. • Understand better how to make nouns plural in French. • Improve our knowledge of French currency. • Order in French what we would like to eat and drink in a role-play <u>Phonics</u> • IN sound in cinquante. • I sound in sandwich, limonade, grenadine & brioche. • Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!	

Maafa (Summer)

History and Geography Driver

Reading



Writing



Mathematics



Year 4/5:

Class Texts: Freedom by Catherine Johnson

Word meaning, inference, summarising, analysis and evaluation, retrieval, prediction, explaining and comparison.

In addition, children will explore a range of texts, including non-fiction, poetry and other related texts to African culture.



Biographies

- Exploring the specific features of writing a biography
- Focus on Alan Peat: 3-ed Sentence and OI Sentence
- SPAG: Focus depending on needs of the children from across the year.
- Independent: Writing a biography about a black person who changed the world.

Letter Writing

- Exploring the specific features of writing a letter
- Focus on Alan Peat: Many questions sentence and Irony sentence
- SPAG: Focus depending on needs of the children from across the year.
- Independent: Writing a letter to their new teacher- Y4 Writing a Buddy Letter- Y5

Year 4:

Decimals

- Adding decimal numbers together to make 1 whole.
- Splitting decimals into ones, tenths, and hundredths.
- Sorting decimals by size using greater than and less than signs.
- Rounding decimals to the nearest whole number.
- Converting halves and quarters into decimals.

Money

- Using decimal points to write pounds and pence.
- Swapping between pence and pounds.
- Ordering amounts of money and rounding to estimate totals.
- Adding, subtracting, and calculating change.

Time

- Converting between hours, minutes, seconds, days, weeks, and years.
- Reading analogue clock faces and matching them to digital time.
- Converting between 12-hour and 24-hour times.

Shape

Year 5:

Shape- Understanding, classifying, estimating, measuring, and drawing angles, calculating missing angles on lines and around points, and exploring properties of 2-D polygons and 3-D shapes.

Position and Direction- Reading and plotting coordinates, using grid points to solve geometric problems, translations, and identifying symmetry to reflect shapes across lines.

Decimals- Adding/subtracting decimals with same or different place values (including complements to 1), finding patterns in sequences, and multiplying/ dividing decimals by powers of 10.

Negative Numbers- Introduces negative numbers, focusing on counting forwards/ backwards through zero, comparing and ordering values below zero, and calculating the difference between positive and negative numbers.

Converting Units- Converting between metric units of mass, length, and capacity, bridging metric and imperial measurements, and converting units of time to solve problems using timetables.

				- Identifying acute, right, and obtuse angles. - Naming different types of triangles and 4-sided shapes. - Spotting lines of symmetry and completing symmetrical patterns. Statistics - Reading information from pictograms, bar charts, and tables. - Reading continuous data recorded over time	Volume- introduces volume using cubic centimetres, covering how to measure, compare, and estimate the 3D space occupied by shapes alongside estimating fluid capacity.
History  Trans-Atlantic Slave Trade		Geography  Trans-Atlantic Slave Trade		Religious Education 	
a non-European society that contrasts with British history – Maafa		- Contrast a rural (countryside) area with an urban (city) area. - Locate main countries, major cities, and environmental regions across Africa, Asia, and Oceania. - Look at how the UK trades goods with Europe. - Trace where everyday items like chocolate, coffee, and bananas come from. - Discuss how resources are shared globally and debate fairness in trade.			
Year 4: Chronology & Change: Order significant events and dates on a timeline. Daily Life & Culture: Use evidence to show how the lives of rich and poor people from the past differed.	Year 5: Leadership & Power: Analyse monarch motivations, common traits, and the impact of major figures, discoveries, and inventions over time. Impact of Conflict: Evaluate how war, rebellion, and oppression directly affected everyday people. The Transatlantic Slave Trade:	Year 4: Place & Settlement: Compare rural vs. urban regions and map major oceans, countries, cities, and biomes across Africa, Asia, and Australasia/Oceania. Trade & Industry: Examine UK-Europe trade links, human geography, and global supply chains. Fairtrade & Food: Trace food origins and analyze how Fairtrade connects	Year 5: Human & Economic: Settlements, land use, global trade, and resource distribution (food, water, energy, minerals). Regional Study: Africa's immense scale and population as the second-largest continent.	To be added after Autumn term	

	Understand how the triangular trade operated and its lasting global consequences. ● Bias & Equality: Identify political, cultural, and racial bias, and examine key civil rights events like the 1965 Race Relations Act.	consumers to global producers.		
Computing  Information Technology and Control Systems		PSHE 		Physical Education  Rounders and Athletics
● Understand how software can be used to analyse and evaluate data. ● To understand how we can evaluate digital content based on reliability and authenticity. ● Understand how sequencing can be used within programs. ● Understand how to detect and correct errors in algorithms and programs (for various purposes).		Year 4: ● Maintaining a balanced lifestyle; oral hygiene and dental care ● Physical and emotional changes in puberty ● Personal identity; recognising individuality and different qualities; mental wellbeing ● Medicines and household products; drugs common to everyday life	Year 5: ● Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies ● Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. (menstruation talk) ● Keeping safe in different situations, including responding in emergencies, basic first aid (and dealing with common injuries) and FGM	Year 4: ● Strike a ball using varying techniques with increasing accuracy. ● Create and use space with some success in game situations. ● Begin to co-ordinate their body at speed in response to a task. ● Demonstrate how and when to speed up and slow down when running. ● Create and use space with some success in game situations. Year 5: ● Strike a ball using a wider range of skills. Apply these with some success under pressure. ● Create and use space for self and others with some success. ● Can co-ordinate a range of body parts at increased speed. ● Run at the appropriate speed over longer distances or for longer periods of time.
Science  Animals including humans		Music 		Art 
Year 4: <u>Animals Including Humans</u>	Year 5: <u>Animals Including Humans</u>	Year 4/5 Singing: ● Sing songs (octave) in groups following dynamics and tempos, using the terms forte/piano and crescendo/decrescendo.		● To understand primary, secondary and tertiary colours and how they compliment each other ● To recap primary, secondary and tertiary colours and how they compliment each other ● To understand and evaluate

- Identify and name a variety of common animals. - Identify animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals. - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Notice that animals, including humans, have offspring which grow into adults. - Find out what animals and humans need to survive. - Describe how humans need exercise, a balanced diet, and good hygiene to stay healthy.	- Sing a 3 part round song/4 part cannon as a class. Listening: - When listening to music, identify musical elements (tempo dynamics, pitch, rhythmic patterns, structure, articulation), recognise instruments and types of ensembles. Articulate likes and dislikes. Know the difference between singers Musicianship: - Maintain pulse including tempo changes using a range of percussion/ playing an instrument as a whole class. - Read and write 20/25 rhythms. - Identify pitch changes using vocabulary, illustrating with hand gestures with notation for 6 pitches. Term Focus: Perform as a class a two/three part song with expression and stagecraft. Perform a range of repertoire - Experience performing cultural music Explore writing a rhythm or melody/ Explore writing the chords - Record a rhythm with stick notation with a beginning, middle and end, using some dynamics.	- To understand the artwork by Lubaina Himid - Use knowledge of colour theory to replicate artwork by Lubaina Himid	the artwork by Lubaina Himid - Understand how use of different colours in artwork can represent different emotions - Use knowledge of colour theory to replicate artwork by Lubaina Himid independently
Design Technology  Textiles		French 		
Year 4 - To colour or decorate fabrics using a range of techniques (e.g. applique, fabric pens/crayons, buttons, beads etc) - To cut out shapes by drawing round a template onto fabric (using pins or double sided tape). - To join fabric pieces using running stitch, back stitch or over stitch. - To create a fastening using a button or bead	Year 5 - To understand pattern layout. - To create 3D products using pattern pieces and seam allowance. - To decorate textiles appropriately often before joining components. - To pin and tack fabric pieces together. - To combine fabrics to create more useful properties. - To make quality products.	<u>Les Vetements</u> - Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. - Understand more about adjectival agreement when describing the colours of items of clothing. - Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and) <u>Phonics</u> - é sound in 'écharpe' - e sound in 'chemise' - eau sound in 'manteau'	<u>Les Vetements</u> - Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. - Understand more about adjectival agreement when describing the colours of items of clothing. - Express what we wear in 4 different scenarios in French using the verb 'Je porte' (I wear) and the conjunction 'et' (and) <u>Phonics</u> - é sound in 'écharpe' - e sound in 'chemise' - eau sound in 'manteau'	

		• Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'.	• Silent letters. The final 's' is not pronounced in 'gants', 'chaussures', and 'chaussettes'. 'S' is often silent when it is the final consonant of a word in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as in 'orange', 'rouge', 'robe', 'écharpe'.	
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