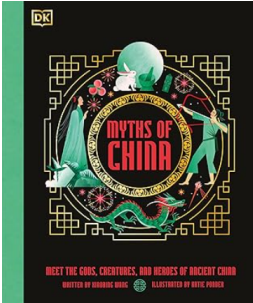


Year 4/5 Overview (Year D: 2025/2026)

Dynamic Dynasties (Autumn) <i>History Driver (Ancient History)</i>		
Reading 	Writing 	Mathematics  <i>Place value, addition and subtraction, multiplication and division and length, perimeter and area.</i>
Year 4/Year 5: Class Texts: Myths of China by Xiaobing Wang and Katie Ponder Bronze and Sunflower by Cao Wenxuan 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 Dynamic Dynasties.	Alan Peat: De:De (Yr5), Many Questions (Yr4), PC sentence (Y5) ● Setting Description (2 weeks) and tension (2 weeks) based on a scary story ○ Year 5: dashes, paragraphs for cohesion, commas for clarity, recap Y4 learning. ○ Year 4: paragraphs around a theme, inverted commas, fronted adverbials. ● Non-chronological Reports on Ancient Chinese mythical beasts (3 weeks) ○ Year 4: paragraphs around a theme, subheading and headings, fronted adverbials, apostrophes for possession ○ Year 5: Brackets, subordinate clauses (commas for clarity), fronted adverbials ● Instructions based on communication ○ Year 4: Apostrophe for plural and singular possession, comma for fronted adverbials, coordinating and	Year 4/5: ● Place Value (Number to 10,000, roman numerals, counting in 1,000s, comparing 4-digit numbers, rounding within one million and negative numbers). ● Addition and Subtraction (add and subtract four digit numbers, estimating, and multi-step problems). ● Converting units & volume (metric, imperial and volume) ● Multiplication & Division (factors, prime numbers, square and cubed numbers and multiplying and dividing by 10,100 and 1000).

		subordinating conjunctions, second person ○ Year 5: Modal verbs, parenthesis (brackets, dashes and commas), colons		
History 		Geography 		Religious Education  <i>Why do people pray?</i> <i>Why do some people think God exists?</i>
Year 4: ● Order significant events and dates on a timeline. ● To gather evidence from a variety of provided sources (including printed and digital materials) and use this evidence to answer specific historical questions ● Look at different versions of the same event in history and identify differences. ● Use evidence to describe what was important to people from the past. ● Use evidence to show how the lives of rich	Year 5: ● Order significant events, movements and dates on a timeline. ● To use different sources to answer historical questions, beginning to evaluate the reliability of the evidence and recognizing that sources can offer different accounts (or bias) ● Choose reliable sources of information to find out about the past. ● Give own reasons why changes may have occurred, backed up by evidence (linking to artefacts studied)	Year 4: ● Identify oceans on a map ● On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities.	Year 5: ● Use maps, atlases, globes and digital/computer mapping (google earth) to locate the countries and cities ● On a world map locate the main countries in Africa, Asia. Identify their main environmental regions and major cities	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.

and poor people from the past differed				
Computing  <i>Digital Literacy and Information Technology</i>		PSHE  <i>Friendships, physical contact, feeling safe, consent and respecting differences</i>		Physical Education  <i>Yoga, Tag Rugby, Basketball and Hockey</i>
Year 4: ● Recognise acceptable and unacceptable behaviours online and act accordingly. ● Recognise a scam, spam or hacking.	Year 5: ● Identify positive and negative digital footprints. ● Act on personal judgement to determine whether to allow/deny cookie usage.	Year 5: Physical Health and Mental Wellbeing ● Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and Changing ● Physical and emotional changes in puberty, including meditation. Keeping Safe ● Keeping safe in different situations	Year 6: Physical Health and Mental Wellbeing ● What affects mental health and ways to take care of it Growing and Changing ● Human reproduction and birth Keeping Safe ● Keeping personal information safe ● Drug use and the law	Yoga ● Show increasing control and balance ● Use flexibility to improve the quality of the actions Tag Rugby ● Use a variety of throwing techniques ● Catch and intercept a ball using one and two hands ● Use a variety of techniques to change direction to lose an opponent. ● Use a variety of techniques to change direction to lose an opponent. Basketball ● Use dribbling to change the direction of play ● Create and use space for self and others ● Catch and intercept a ball using one and two hands ● Understand the need for tactics Hockey ● Use dribbling to change the direction of play ● Strike a ball using a wider range of skills.

Science  <i>States of Matter and Electricity</i>		Music  <i>Singing, Listening, Musicianship and Focus</i>	Art  <i>Paint (tint, tones and shades)</i>	
Year 4: States of Matter • Compare and group materials • Observe materials change state • Evaporation and Condensation in the water cycle Electricity: • Identify common electrical appliances • Construct simple electrical circuits • Recognise a switch opens/closes a circuit • Common conductors and insulators	Year 5- Electricity and Light • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Use recognised symbols when representing a simple circuit in a diagram • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	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.	Year 4: • Mix colours to match with images • Use black and white paint to create tints, tones and shades • Experiment with colour to create more abstract colour palettes	Year 5: • Introduce acrylic paint • Develop water colour techniques • Explore using limited colour palettes • Mark make with paint • Develop fine brush strokes

Design Technology  Chinese Kite Making	French 	
Year 4/5: • Use research and develop a design criteria for a product that is fit for a purpose • Generate, develop, model and communicate their ideas through a range of mediums. • Select from and use a wider range of tools, equipment, materials and components to perform practical tasks • 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 • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Apply their understanding of computing to program, monitor and control their products.	Year 4: • <u>Vocab:</u> Numbers, greeting phrases/questions • <u>Phonics:</u> 'oi' (trois) 'i' (huit, dix) Elision (J'habite) Silent letters (Paris, Londres) • <u>Grammar:</u> High frequency verbs - J'ai, Je suis, J'habite Objectives - <i>Ask and answer simple questions with correct intonation</i> - <i>Write familiar words and simple phrases from a model</i> Year 5: • <u>Vocab:</u> Numbers, greeting phrases/questions • <u>Phonics:</u> 'oi' (trois) 'i' (huit, dix) Elision (J'habite) Silent letters (Paris, Londres) • <u>Grammar:</u> High frequency verbs - J'ai, Je suis, J'habite Objectives - <i>Ask and answer simple questions with correct intonation</i> - <i>Write familiar words and simple phrases from a model</i> - <i>Retrieve information from a text</i>	

Rock, Relics and Rumbles (Spring)

Geography Diver

Reading



Writing



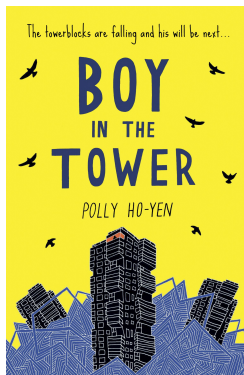
Mathematics



Multiplication and division, fractions, money, decimals and percentages

Year 4/Year 5

Reading for Pleasure: The Boy In the Tower (Polly Ho-Yen)



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 Rocks, Relics and Rumbles

Spring 1 (6 weeks):

- Narrative (speech) (3 weeks)
 - Year 4: Apostrophes singular and plural, fronted adverbials, inverted commas, embedded clauses
 - Year 5: Relative pronouns, figurative language, inverted commas (recap)
- Persuasive letter (2 weeks)
 - Year 4:
 - Year 5:

Spring 2 (5 weeks):

- Non-chronological - bio (2 weeks)
- Narrative (speech) - two characters (3 weeks)

Year 4/5:

- **Multiplication & Division** (factors, prime numbers, square and cubed numbers and multiplying and dividing by 10,100 and 1000).
- **Fractions** (equivalent fractions, fractions greater than 1, improper fractions, mixed fractions, compare & order fractions, adding and subtracting fractions,multiplying by an integer, and fractions of an amount)
- **Money** (pounds and pence, comparing and ordering decimals, ordering money and estimating money)

Year 4:

- **Time** (hours, minutes, seconds, days, weeks, months, years and converting units of time)
- **Decimals** (tenths and hundredths, halves and quarters, dividing 1 and 2 digit numbers by 10 and 100 and making a whole.

Year 5:

- **Money** (rounding decimals, rounding decimals, adding and subtracting decimals and wholes and decimals)

				● Percentages (decimals as fractions, percentages as fractions and decimals, equivalents FDP and thousandths as decimals, multiplying and dividing by 10,100 & 1000 and adding and subtracting within 1) ● Length, perimeter and area (measuring perimeter and measuring area)
History 		Geography 		Religious Education  <i>What matters most to Christians and Humanists?</i> <i>Why are festivals important to religious communities?</i>
Year 4: ● Use evidence to describe what was important to people from the past.	Year 5: ● Give your own reasons why changes may have occurred, backed up by evidence.	Year 4: ● Compare the size and function of different settlements (village, town, city), and investigate a local settlement. ● Understand and use grid references	Year 5: ● Use 4 figure grid references to read maps ● Explore and compare key features of European settlements, drawing initial conclusions about their development and identifying possible reasons for changes (linked to a major natural disaster).	● What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples ● Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals

		- Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) (LK) - describe and understand key aspects of volcanoes – cause and effect (HG) - ask and answer questions about volcanoes and draw diagrams featuring accurate vocabulary (HG) - Explore earthquakes/natural disasters (floods/tsunamis) (HG) - Describe and explain the processes that cause natural disasters (HG) - Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources (HG)	
Computing  Control Systems and Digital Literacy		PSHE  Community, media literacy and resilience, and money and work	Physical Education  Swimming, Dance, Football, Netball
Year 4: - Collaborate and communicate for a specific purpose. - Use filters to find specific information.	Year 5: - Select, use and combine a variety of softwares to accomplish given goals - Evaluate digital content.	Year 4: Community - What makes a community; shared responsibilities Media Literacy/ Digital Resilience - How data is shared and used Money and Work	Year 5: Community - Protecting the environment Media Literacy/ Digital Resilience - How information online is targeted Money and Work - Identifying job interests
		Swimming - Begin to co-ordinate breath in time with basic strokes - Combine gliding and floating on front and back Dance - Choreograph phrases individually and with others - Use counts accurately when choreographing	

		● Making decisions about money	- and aspirations ● Stereotypes	Football ● Dribble with feet with some control under increasing pressure. ● Receive a ball using different parts of the foot Netball ● Catch and intercept a ball ● Create and use space
Science  <i>Inheritance and evolution</i>		Music  <i>Singing, Listening and Musicianship</i>		Art 
Year 4: ● Compare and group materials together, according to whether they are solids, liquids or gases	Year 5- Inheritance and Evolution ● recognise that living things have changed over time and that fossils provide information ● recognise that living things produce offspring ● identify how animals and plants are adapted to suit their environment	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.		
		Year 4: ● Make string prints ● Use foam prints to create continuous patterns	Year 5: ● Create printing blocks to use with roller and ink ● Design and create motifs to be turned into printing block images	

Design Technology 	French 	
Year 4/5: ● Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups ●Generate, develop, model and communicate their ideas through a range of mediums. ● Select from and use a wider range of tools, equipment, materials and components to perform practical tasks ●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 ●Understand and use mechanical systems in their products	Year 4: ● <u>Vocab:</u> 5 types of habitats/animals ●<u>Grammar:</u> Verbs - pousser et habiter ●<u>Phonics:</u> 'é' 'e' 'eau' Objectives - <i>Describe people, places, things and actions orally and in writing</i> - Develop a wider vocabulary -Write familiar words and simple phrases from a model	Year 5: ● <u>Vocab:</u> 5 types of habitats/animals ●<u>Grammar:</u> Verbs - pousser et habiter ●<u>Phonics:</u> 'é' 'e' 'eau' Objectives - <i>describe people, places, things and actions orally and in writing</i> - Develop a wider vocabulary -Write sentences on a range of topics using a model



Emperors and Empires (Summer)

History Driver (Local History)

Reading



Writing



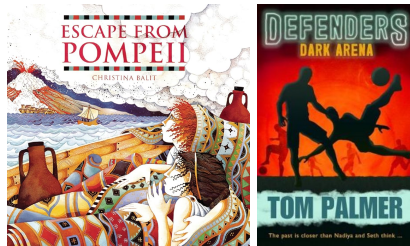
Mathematics



Money, time, statistics, property of shape, position and direction, MTC preparation, converting units and money

Year 4/5:

Escape from Pompeii by Christina Balit
Defenders: Dark Arena by Tom Palmer



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

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

Summer 1 (6 weeks)

- Scary Story (Narrative) - one character (3 weeks)
- Diary (2 weeks)

Summer 2 (7 weeks):

- Letter of complaint - rubbish disco (2 weeks)
- Poetry (2 weeks)

Year 4/5:

- **Money** (pounds and pence, comparing and ordering decimals, ordering money and estimating money)
- **Statistics** (Line graphs, reading and interpreting tables)
- **Property of shape** (angles, triangles, quadrilaterals, polygons and symmetry)
- **Position and direction** (coordinates, translation and reflection)

Year 4:

- **MTC Preparation**

Year 5:

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- **Money** (rounding decimals, rounding decimals, adding and subtracting decimals and wholes and decimals)

History



Geography



Religious Education



				<i>How do family life and festivals show what matters to Jewish people?</i> <i>What do religions say to us when life gets hard?</i>
Year 4: ● To communicate ideas about the past using structured writing genres, clear diagrams, basic data-handling techniques (e.g., charts), and appropriate use of digital tools (ICT). ● Know that people in the past represent events or ideas in a way that persuades others. ● Look at different versions of the same event in history and identify differences. ● Use evidence to describe what was important to people from the past. ● Use evidence to show how the lives of rich and poor people from the past differed.	Year 5: ● Order significant events on a timeline. ● Understand that some evidence from the past is propaganda and that this affects interpretations of history. ● Plan and present a self-directed project or research about the studied period. ● Give reasons why there may be different accounts of history. ● Evaluate evidence to choose the most reliable forms. ● Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions ●	Year 4: ● Compare the size and function of different settlements (village, town, city), and investigate a local settlement. ● Use symbols and key (including the use of Ordnance Survey maps) to mark out areas of interest ● Compare the size and function of different settlements (village, town, city), and investigate a local settlement to identify visible changes over time and suggest simple reasons for its growth or decline.	Year 5: ● Explore and compare key features of local settlements, drawing initial conclusions about their development and identifying possible reasons for early changes. ● Take photographs to show findings	● How do family life and festivals show what matters to Jewish people? ● What do religions say to us when life gets hard?

● Describe similarities and differences between people, events and artefacts studied and how these affect/influence life today.				
Computing  Information Technology and Control Systems	PSHE  Physical and mental health wellbeing, growing and changing, keeping safe	Physical Education  Cricket, athletics, frisbee, and rounders		
Year 4: ● Use decomposition to solve problems linked to programs. ● Use logical reasoning to detect and correct errors in algorithms and programs.	Year 5: ● Use sequencing effectively within programs. ● Use repetition effectively within programs.	Year 4: Physical Health and Mental Wellbeing ● Maintaining a balanced lifestyle ● Oral hygiene and dental care ● Mental Wellbeing Growing and Changing ● Physical and emotional changes in puberty ● Personal identity, recognising individuality and different qualities ● Medicines and household products Keeping Safe ● Medicines and household products ● Drugs common to everyday life	Year 5: Physical Health and Mental Wellbeing ● Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and Changing ● Physical and emotional changes in puberty, including meditation. Keeping Safe ● Keeping safe in different situations	Cricket ● Use a variety of throwing techniques with some control under increasing pressure. ● Hit a ball with increasing accuracy. Athletics ● Show accuracy and power when throwing for distance. ● Run at the appropriate speed over longer distances or for longer periods of time. Frisbee ● Create and use space for self and others with some success. ● Understand the need for tactics Rounders ● Use a variety of throwing techniques with some

				control under increasing pressure. ● Catch a ball using one and two hands in game situations.
Science 		Music 		Art  <i>Mosaics</i>
Year 4: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	Year 5- Forces and Mechanisms AND Properties and Changes of Materials ● explain that unsupported objects fall towards the Earth ● identify the effects of air resistance, water resistance and friction ● recognise that some mechanisms allow a smaller force to have a greater effect. ● compare and group together everyday materials on the basis of their properties ● know that some materials will dissolve in liquid to form a solution ● use knowledge of	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 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.	Year 4: ● To explore the use of mosaic to create a pattern from inspiration images	Year 5: ● To explore the use of mosaic to create a geometric pattern independently

Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.	solids, liquids and gases to decide how mixtures might be separated ●give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials ●demonstrate that dissolving, mixing and changes of state are reversible changes ●explain that some changes result in the formation of new materials			
Design Technology  <i>Catapults</i>		French 		
Year 4/5: ● Use research and develop a design criteria for a product that is fit for purpose, aimed at particular individuals or groups ●Generate, develop, model and communicate their ideas through a range of mediums. ● Select from and use a wider range of tools,	Year 4: Vocab: Nouns and determiners for 10 healthy/unhealthy foods and drinks. -Language to describe healthy lifestyles	Year 5: Vocab: Nouns and determiners for 10 healthy/unhealthy foods and drinks. -Language to describe healthy lifestyles		

equipment, materials and components to perform practical tasks ● 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 ● Understand and use mechanical systems in their products	<u>Phonics:</u> qu (electroniques) an (manger, santé, viande) Silent letters (bois, fruits, chocolat) <u>Grammar:</u> -First person conjugation of HFV's (je mange, je bois) -Use of negatives (ne pas) Objectives - <i>Research additional vocabulary using a dictionary</i>	<u>Phonics:</u> qu (electroniques) an (manger, santé, viande) Silent letters (bois, fruits, chocolat) <u>Grammar:</u> -First person conjugation of HFV's (je mange, je bois) -Use of negatives (ne pas) Objectives - <i>Show understanding of a short text containing familiar and unfamiliar language</i>	
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