

Curriculum Topic plan Year 4/5/6 – Year A

Year A – 2017/18
Year 4/5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 4/5	Time traveller Stories with historical settings Diaries Information texts	Fallen fields Adventure and mystery stories Setting description Poetry – creating images	Pharaohs Myths and legends Newspapers Chronological reports	Dialogue and plays Stories from other cultures Leaflets Shape poetry or calligrams	Narrative writing from different view points Instructions Language play – jokes and puns	Off with her head! Author study
English 5/6	Stories with flashbacks Autobiographies/biographies Explanation texts	Setting description Journalistic texts Narrative poetry	Myths and legends Arguments and debates Film narrative	Dialogue and plays Stories from other cultures Persuasion Poetry – finding a voice	Diary writing Non-chronological reports Performance poetry	Author study
Maths	Number: Number, place value Roman numerals Number sequencing The 4 operations Rounding <i>Focus on the arithmetic paper and secure a basic understanding of the processes.</i>	Multiplication Division Multiples factors Primes, prime factors Squared and cubed numbers Scaling Fractions: – simplify, compare, order Operations with fractions decimals and percentages Writing remainders Ratio and proportion Relative sizes of 2 quantities Percentage of amounts Scale factors of shapes Unequal sharing and grouping using knowledge of fractions and multiples. Algebra Use simple formulae Linear number sequences Express missing numbers Satisfy equations when there is 2 unknown Possibilities of 2 variables.	Measurement Conversions Volume Area perimeter (inc parallelograms and triangles.) Time Geometry 2d, 3d shapes – including drawing from given dimensions and angles. nets Angles – inc finding missing angles. Parts of a circle Properties of rectangles to calculate missing angles and sides Regular and irregular polygons Position and reflection Translation Describe positions on the quadrants. Co-ordinate plane - reflect shapes in axis.	Statistics Graphs – interpret Timetables and tables Revision	May - SATS	Filling any gaps in knowledge highlighted. Problem solving and real life situations.
Science 4/5						

	<p>Evolution and inheritance</p> <p>Pupils should be taught to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Light</p> <p>Pupils should be taught to:</p> <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>SATS</p>	<p>Properties and changes of materials</p> <p>Pupils should be taught to:</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Electricity</p> <p>Pupils should be taught to:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>
--	---	---	---	---	---

<p>Geography</p>	<p>Human and physical geography Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Locational knowledge Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Human and physical geography Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Locational knowledge Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region</p>	<p>soda</p> <p>Human and physical geography human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Locational knowledge Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region</p>
------------------	--	--	--	---