



Curriculum Overview – Beech class – Y4/5 Year 2025-26

Autumn

Spring

Summer

English	Traditional Tale: Aladdin Poetry: The River	Explanation: Journey to your microbiome Factual tour: Once upon a raindrop	Adventure stories: Journey Explanation: Digestion	Narrative: Boy, mole, fox and the horse Poetry: Still I Rise	Story: Feast Balanced argument: Feeding animals	Norse Myth: Arthur and the Golden Rope Diary: Vikings
Maths	Number and place value within 1000,000 and 1,000,000 Number – addition and subtraction Statistics – graphs and tables Number – multiplication and division Measurement – area and perimeter		Number – multiplication and division Number – fractions Number - decimals Number - percentages		Number – fractions, decimals & percentages Geometry – properties of shape Geometry – position and direction Measure – converting units Measure – volume and capacity	
History	NC: a local history study SC: migration DC: causes <u>Migration to Britain</u>		NC: The Roman Empire and its impact on Britain SC: migration DC: Sources and evidence, <u>Roman Ribchester</u>		NC: Britain’s settlement by Anglo-Saxons and Scots SC: migration DC: sources and evidence <u>Sutton Hoo</u>	
Geography	Rivers (fieldwork opportunity)		Rainforests		<u>South America – the Amazon</u>	
Science	<u>Human Nutrition</u> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions. 	<u>Grouping Living Things</u> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<u>Dangers to Living Things</u> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things construct and interpret a variety of food chains, identifying producers, predators and prey. 	<u>Sound</u> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of 	<u>Electricity</u> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 	<u>Changes of State</u> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the

				a sound and features of the object that produced it		temperature at which this happens in degrees Celsius (°C)
Art	Skill: Sculpture		Skill: Collage		Skill: Drawing	
	Concept: Texture		Concept: Pattern		Concept: Nature	
DT	<u>Cooking and Nutrition</u> <u>Adapting a Recipe</u>		<u>Structure and Mechanism</u> <u>Sling Shot car (Option 2)</u>		<u>Electrical Systems</u> <u>Torches</u>	
	Learning a basic biscuit recipe and adapting it for a new audience whilst considering the cost of ingredients and other expenses against a set budget.		Designing and making a car with a working slingshot mechanism and housing the mechanism using a range of nets.		The children identify the difference between electrical and electronic products. They evaluate a range of existing torches and their features before designing and creating their own.	
Computing	Online Safety Self-Image and Identity: I can explain how my online identity can be different to my offline identity. Project Evolve Coding with Scratch Kapow		Online Safety Managing Online Information: I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. Project Evolve Investigating weather (lessons 1,3 & 4 only) Kapow		Online Safety Health, Well-Being and Lifestyle: I can explain how using technology can be a distraction from other things in both a positive and negative way. Project Evolve Computational Thinking Kapow	
					Online Safety Privacy and Security: I can describe strategies for keeping personal information private, depending on context. Project Evolve Collaborative Learning Kapow	
PE	Invasion Games	Net and wall –	Gymnastics (Y5/6)	Invasion Games	Striking and fielding	Athletics
	Hockey To develop skills of passing, dribbling and shooting and to apply tactics when attacking and defending. Swimming	Badminton To demonstrate a forehand and backhand shot with some consistency. To demonstrate simple tactics within a game to score points. Swimming	To create a sequence using jumps, balances and travels.	Football To develop dribbling, travelling and sending a ball, to develop shooting skills and develop tactics of attacking and defending.	Cricket To throw over arm with accuracy, strike and catch a ball. To develop tactics and evaluate success.	To develop throwing, jumping and running skills.

<p>PSHE</p>	<p>Core Value Lesson: Love Me and My Relationships</p> <hr/> <p>Pol-Ed units: What is peer influence? Under pressure Link: Subjects Pol-Ed - A positive force in education</p>	<p>Core Value Lesson: Respect Valuing Difference</p> <hr/> <p>Pol-Ed units: What is discrimination? Who makes up my community? The people we share our world with. Link: Subjects Pol-Ed - A positive force in education</p> <p>What is diversity? That is such stereotypical! Link: Subjects Pol-Ed - A positive force in education</p>	<p>Core Value Lesson: Ambition Keeping Safe</p> <hr/> <p>Pol-Ed units: How can we keep safe on the road? How can I keep safe in my local area? Keeping ourselves safe Subjects Pol-Ed - A positive force in education</p> <p>What are hazards in the home? Danger, risk or hazard? Link: Subjects Pol-Ed - A positive force in education</p>	<p>Core Value Lesson: Love Rights and Respect</p>	<p>Core Value Lesson: Respect Being My Best</p> <hr/> <p>Pol-Ed units: What is first aid? Basic first aid Link: Subjects Pol-Ed - A positive force in education</p>	<p>Core Value Lesson: Ambition Growing and Changing</p>
<p>Music</p>	<p>Rock and Roll</p>	<p>Specialist Teaching Tuned Instrument Brass</p>	<p>Changes in Pitch, Tempo and Dynamics (Rivers)</p>	<p>Samba and Carnival Sound (South American)</p>	<p>Specialist Teaching Tuned Instrument Brass</p>	<p>SUMMER PRODUCTION Motifs (Romans)</p>
<p>MFL - French</p>	<p>Back to Basics Speaking focus *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons *DAYS (new)</p>	<p>I am Able (KS2 Early) *I can recognise 10 action verbs in French. * I can use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p>	<p>Back to Basics Speaking & Reading *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons/Weather *MONTHS (new)</p>	<p>Fruit (KS2 Early) *I can name 10 fruits in French. *I can ask somebody in French if they like a particular fruit. * I can say what fruits I like and dislike</p>	<p>Back to Basics Speaking, Reading & writing *Greetings (I am learning French) *Numbers *Presenting self *Colours *Shapes *Seasons/Weather *DATE (new)</p>	<p>Vegetables (KS2 Early) *I can name 10 vegetables in French. *I can ask somebody in French if they like a particular vegetable. * I can say what vegetables I like and dislike.</p>

RE	<u>Hindu Dharma</u> What might a Hindu learn from celebrating Diwali?	<u>Christianity-God</u> How and why might Christian use the Bible?	<u>Christianity-Church</u> What does 'love your neighbour' really mean?	<u>Islam</u> Why do Muslims fast during Ramadan?	<u>Christianity-Jesus</u> Is sacrifice an important part of religious life?	<u>Sikh Dharam</u> How do Sikhs express their beliefs and values?
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