

Class 4, Long Term Curriculum Map 2026-2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject/Study	Struggle for Power between the Saxons and Vikings	Forces	The Ancient Maya	Comparing People and Places	Tudor Britain	Modern World
Mathematics	Number - Place Value (numbers to 1 million, comparing numbers, rounding to the nearest power of 10, negative numbers) Number - Four Operations (written addition, subtraction, multiplication and division. Reasoning and Problem solving questions involving 4 operations. Prime numbers, factors, multiples, BIDMAS, approximation) Number – Fractions (equivalent, simplifying, mixed to improper, compare and ordering fractions, add/subtract/multiply/divide fractions, fractions of amounts) Measurements - Converting units Metric measures. Converting metric. Miles to Km. Imperial measures.		Number – Ratio Calculating ratio. Ration and fractions. Scale Factors. Number – Algebra Finding a rule. Substitution. Formulae. Forming equations. Solving equations. Number – Decimals Multiplying and dividing by 10, 100, 1000. Multiply and divide decimals by intergers. Fractions to decimals. Number – Fractions, Decimals and Percentages Fractions to percentage. Equivalent FDP. Order FDP. Percentage of amounts. Measurement – Perimeter, Area and Volume Area and perimeter. Area of a triangle. Area of a parallelogram. Volume. Geometry - Statistics Line graphs. Circles. Pie charts interpretation. Drawing pie charts. Mean.		Geometry - Properties of Shape Measuring with a protractors. Drawing lines and angles accurately. Angles at a point. Angles on a straight line. Opposite angles. Angles in a triangle. Nets of shapes. Geometry - Position and Direction (Quadrants, translations, reflections.) Y6 SATS Investigations and Consolidation Bakery project, Tour project, Future project.	
English	Key Texts: (fiction and non-fiction)  Crater Lake – Jennifer Killick Viking Sites - Nancy Dickmann Fiction: Hot/cold task- Narrative with the focus of setting Genre – Adventure toolkit – Setting sentence work – Sentence structure Non-Fiction: hot/cold task- Information text genre – Information text sentence work – Organisation devices. Poetry: Narrative Poetry	Key Texts: (fiction and non-fiction)  October, October – Katya Balen Everthing Volcanoes and Earthquakes – Kathy Furgang Fiction: Hot/cold task- Narrative with openings and ending paragraph focus Genre – Wishing Tale toolkit – Opening and Endings sentence work – Cohesion. Higher Level punctuation Non-Fiction: hot/cold task- Discussion genre – Discussion Text sentence work – Sentence openers, Passive Voice Poetry: Limerick Poetry	Key Texts: (fiction and non-fiction)  Malamander – Thomas Taylor Light, Rainbows and Lasers: The Science of Light - John Lesley Fiction: Hot/cold task- Narrative with characterisation focus Genre – Warning Tale toolkit – Dialogue sentence work – Parenthesis, show not tell. Non-Fiction: hot/cold task- Recount genre – Recounts sentence work – Reported and direct speech Poetry: Cinquains	Key Texts: (fiction and non-fiction)  A Kind Of Spark – Elle McNicoll Ancient Maya - Sara Green Fiction: Hot/cold task- Narrative with focus of character dialogue Genre – Finding Tale toolkit – Characterisation sentence work – Use of speech. Non-Fiction: hot/cold task- Persuasion genre – Persuasion sentence work – Language and model verbs Poetry: Free Verse	Key Texts: (fiction and non-fiction)  High-Rise Mystery – Sharna Jackson Happy Heart: and the circulatory system – Charlie Ogden Fiction: Hot/cold task- Narrative with focus of suspense Genre – Conquering the Monster Tale toolkit – Suspense sentence work – Figurative language Non-Fiction: hot/cold task- Explanation Writing genre – Explanation sentence work – Formal language Poetry: Haikus	Key Texts: (fiction and non-fiction)  Wonder – R J Palacio Kings & Queens of England and Scotland (Royalty) – Pamela Egan Fiction: Hot/cold task- Narrative with description focus. Genre – Meeting Tale toolkit – Description sentence work - Non-Fiction: hot/cold task- Biographies genre – Biographies sentence work – Clauses Poetry: Dialogue

History	<u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u> • What was life like for Vikings? • When did the Vikings raid Britain? • Where did the Vikings invade and settle? • Why were the Vikings so feared and successful? • When were the Vikings most powerful? • What peace was agreed between the Anglo-Saxons and Vikings? • What happened to the Vikings in England? • Why did the Normans and Vikings both think they had the right to the throne of England?		<u>Maya and Anglo- Saxon comparison study.</u> • Where did the Maya live? • What were the significant events in the Maya’s history? • What were Maya city-states like? • What did the Maya invent? • What happened to the Maya city-states? • Compare and contrast the lives of the Maya and AngloSaxons in c. AD 900.		<u>Tudor Britain:</u> • What was Henry VIII really like? • Why did Henry break with Rome? Love or religion? • How different was life for people at different level of society living in Tudor times, and how do we know? • Elizabeth I portraits – why aren’t things what they seem? • How was the Spanish Armada defeated by the smaller English fleet? • How did people enjoy themselves in Elizabethan England?	
Geography	<u>What is life like in the Alps?</u> • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’		<u>Would you like to live in the desert?</u> • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.		<u>Where does our energy come from?</u> • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map	
Science	Living things: Life cycles and reproduction (Living things and their Habitats – Y5) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	Forces and space: Unbalanced forces (Forces – Y5) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Scientist Study: Hertha Ayrton	Living things: Classifying big and small (Living Things and their Habitats – Y6) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	Energy: Circuits, batteries and switches (Electricity – Y6) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram.	Living things: Evolution and inheritance (Evolution and Inheritance – Y6) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Scientist Study: Charles Darwin	Animals, including humans: Human timeline (Animals, including Humans – Y5) Describe the changes as humans develop to old age. stages in the growth and development of humans. They should learn about the changes experienced in puberty.
Working Scientifically	Working Scientifically: <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i> Knowledge area: Living things and their Habitats – Y5	Working Scientifically: <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i> Knowledge area: Forces Y6 Main practical investigation:	Working Scientifically: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments</i> Knowledge area: Living things and their Habitats Y6 Main practical investigation:	Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i> <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i> Knowledge area:	Working Scientifically: <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i> Knowledge area: Evolution & Inheritance Y6	Working Scientifically: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments</i> Knowledge area: Animals, including Humans – Y5 Main practical investigation:

	Main practical investigation: Observing and comparing life cycles of plants / animals in our local environment.	Creating a variety of parachutes to see which design is most effective during a fair test. Scientist Study: Hertha Ayrton (Women in Science book)	Research and sort unfamiliar animals and decide where they belong in the classification system.	Electricity – Y6 Main practical investigation: Does the amount of bulbs affect the brightness?	Main practical investigation: Observing and comparing how some living things are adapted to survive in extreme conditions. Scientist Study: Charles Darwin	Comparing gestation periods of animals and comparing them with humans.
Computing	<u>Digital Literacy</u> Online Safety PM 5.2 -Identify the positive and negative influences of technology on health and the environment. -Understand and recognise appropriate online behaviour. Computing Systems and Networks -Sharing Information TC 5.1 -explore how data is transferred over the internet. Focus on addressing, before they move on to the makeup and structure of data packets. Look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication.	<u>Computer Science</u> Programming Scratch TC 6.3 -Define a 'variable' as something that is changeable. -Explain why a variable is used in a program. -Choose how to improve a game by using variables. -Design a project that builds on a given example. -Use design to create a project. -Evaluate project.	<u>Information Technology</u> Video Editing TC 5.2 -Explain what makes an effective video. -Identify digital devices that can record video. -Capture videos using a range of techniques. -Create a storyboard. -Understand that video can be improved through reshooting and editing.	<u>Information Technology</u> Web Page Creation TC 6.2 -Review existing websites, considering its structure. -Plan features of a web page. -Consider ownership and use of images (copyright). Recognise the need to preview pages. -Outline the need for a navigation path. -Recognise the implications of linking to content owned by other people.	<u>Computer Science</u> Networks PM 6.6 -Understand what the internet consists of. -Understand how the internet is accessed in school. -Explain what a LAN and a WAN are. - Research and find out about the age of the internet and predict what the future holds. Understanding Binary PM 6.8 -Examine how whole numbers are used as the basis for representing all types of data in digital systems. -Recognise that digital systems represent all types of data using number codes. -Understand that binary represents numbers using 1s and 0s and how these represent the on and off in hardware and robotics.	<u>Computer Science</u> Programming Crumble (Linked to selection and variables) PM 6.1 -Control a simple circuit connected to a computer. -Write a program that includes count-controlled loops. -Explain that a loop can stop when a condition is met. -Explain that a loop can be used to repeatedly check whether a condition has been met. -Design a physical project that includes selection. -Create a program that controls a physical computing project.
French	Getting to Know You <i>Look what I can do!</i> <i>When I grow up...</i> <i>How do you spell that?</i> <i>How are you feeling?</i> <i>What am I going to do?</i> <i>Je me presente</i>	All About Ourselves <i>The body</i> <i>What do I look like?</i> <i>How are you doing?</i> <i>Fashion</i> <i>How are you feeling today?</i> <i>What's the matter?</i>	That's Tasty <i>I'm thirsty</i> <i>Open and closed</i> <i>Breakfast</i> <i>Sandwiches</i> <i>I like to eat</i> <i>Pizza</i>	Family and Friends <i>Meet the family</i> <i>At the farm</i> <i>I live in a ...</i> <i>In my house</i> <i>Do you like animals?</i> <i>What can I say?</i>	School Life <i>Where are they in the classroom?</i> <i>Where are the objects?</i> <i>School subjects</i> <i>Maths Lessons</i> <i>Asking questions</i>	Time Travelling <i>Count with me</i> <i>I'm 500 years old</i> <i>French History</i> <i>What year was it?</i> <i>I was born...</i> <i>Famous lives</i>
Art & Design	Painting and mixed media: Artist study -Understand a narrative and use descriptive language to tell a story. -Suggest ideas for the meaning behind a picture. -Identify different features within a painting and use the formal elements to describe it. -Be creative and imaginative in finding their own meaning in a painting. -Use their own art or personal experiences to justify their ideas. -Read a picture well and see beyond the first glance, analysing and evaluating it successfully. -Reflect on personal experiences to convey through their own piece of abstract art. -Contribute to discussions to either the class, group or talk partner. -Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. -Select an appropriate artist. -Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.		Drawing: Make my voice heard -Collect a good range of imagery, adding annotated notes and sketches. -Make relevant comparisons between different styles of art. -Use tools effectively to explore a range of effects. -Respond to the meaning of a spirit animal through drawing. -Generate symbols that reflect their likes and dislikes with little support. -Create a tile that is full of pattern, symbols and colours that represents themselves. -Discuss ideas to create light and dark through drawing techniques. -Explain the term chiaroscuro. -Apply chiaroscuro to create light and form through a tonal drawing. -Understand the impact of using techniques for effect. -Participate in a discussion that examines the similarities and differences between different styles of art. -Form their own opinions about what art is, justifying their ideas. -Identify a cause and decide what message they want to convey.		Sculpture and 3D: Making memories -Discuss the work of artists that appreciate different artistic styles. -Create a sculpture to express themselves in a literal or symbolic way. -Reflect verbally or in writing about creative decisions. -Suggest ways to represent memories through imagery, shapes and colours. -Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. -Competently use scissors to cut shapes accurately. -Talk about artists' work and explain what they might use in their own work. -Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. -Successfully translate plans to a 3D sculpture. -Work mostly independently, experimenting and trying new things. -Identify and make improvements to their work.	

	-Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. -Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. -Experiment and revisit ideas, drawing on creative experiences. -Work in a sustained way to complete a piece, making evaluations at each stage. Artists / Significant people: David Hockney, Paula Rego, John Singer Sargent, Fiona Rae and Lubaina Himid.		-Understand artist's choices to convey a message. -Review sketchbook and creative work to develop a drawn image. -Review and revisit ideas to develop their work. Artists / Significant people: Diego Rivera.		-Produce a completed sculpture demonstrating experimentation, originality and technical competence. -Competently reflect on successes and personal development. Artists / Significant people: Louise Nevelson and Joseph Cornell	
Design & Technology	<u>Electrical Systems</u> <u>Steady Hand Game – Cross Curricular</u> - Research and analyse a range of existing products and understand how they work. - Understand and use electrical systems in their products – steady hand game, with a cross curricular focus. - Create a design criteria for their product. - Pupils will design, make, test and evaluate their product against set design criteria.		<u>Mechanical Systems</u> <u>Automata toys</u> - Research and analyse a range of existing products and understand how they work. - Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background. - Pupils will design, make, test and evaluate their product against set design criteria.		<u>Cooking & Nutrition</u> <u>Eatwell</u> - Pupils will learn and increase their knowledge of a healthy and varied diet through current healthy eating messages with reference to the Eatwell guide. - Pupils will use this knowledge to research and design a pizza with toppings. - Pupils will follow kitchen hygiene rules and practise food preparation skills when preparing the food. - Pupils will design, make, test and evaluate their product against set design criteria.	
Music	<u>Music and technology.</u> Music Notepad. Composing. Notation. Peripatetic music teacher – whole class instrument tuition.	<u>Sing and Play in Different Styles</u> How does Music connect us with our past? Exploring various tempos.	<u>Composing and Chords</u> How does Music improve our world? Create an accompaniment and the composition extension activities that will help to learn about chords.	<u>Enjoying Musical Styles</u> How does Music teach us about our community? Explore how voices and instruments combine to create texture in music.	<u>Freedom to Improvise</u> How does Music shape our way of life? Children will learn that an 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	<u>Musical Performance – Leavers Assembly</u> Children apply the skills learnt throughout the year (pulse, rhythm, pitch etc) to perform a musical celebration performance.
RE	<u>Islam</u> What is the best way for a Muslim to show commitment to God? The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.	<u>Christianity</u> Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.	<u>Islam</u> How is the Qur'an vital to Muslims today? Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.	<u>Christianity</u> Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.	<u>Islam</u> Does belief in Akhirah (life after death) help Muslims lead a good life? Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.	<u>Humanism</u> How do inspirational people impact on how Humanists live today? Humanist role models and how they impact on actions a Humanist might take.
PSHE	Me and My Relationships Valuing Differences		Keeping Safe Rights and Respect		Being My Best Growing and Changing	
	Collaboration Challenge! Give and take. How good a friend are you? Relationship cake recipe. Being assertive.	Qualities of friendship. Kind conversations. Happy being me. The land of the Red People. Is it true? Stop, start stereotypes. It could happen to anyone.	Spot bullying Play, like, share 1 Play, like, share 2 Decision dilemmas Vaping: healthy or unhealthy? Would you risk it? Ella's diary dilemma	What's the story? Fact or opinion? Rights, responsibilities and duties. Mo makes a difference. Spending wisely. Lend us a fiver! Local councils.	It all adds up! Different skills. My school community (2) Independence and responsibility. Star qualities? Basic first aid, including Sepsis Awareness	How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here!

PE	Football (5)	Gymnastics (Coach)	Drumba (5)	Athletics (5)	Tennis (5)	Badminton (5/6)
	Fitness (5)	Tag Rugby (5)	Netball (5)	Dance (5)	Golf (5)	Rounders (5/6)

CYCLE A	Possible visits	Possible visitors
Autumn 1	<i>Tullie House – Vikings Workshop</i>	
Autumn 2		<i>Robinwood Residential</i>
Spring 1	<i>Tullie House – Ancient Maya</i>	
Spring 2		<i>NISCU – Rolling away the Stone</i>
Summer 1		<i>Visit from a dietician</i>
Summer 2		<i>Phunky Foods – Healthy</i>

*Current planned visits / visitors, they are subject to change due to availability and cost