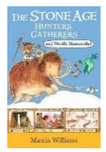
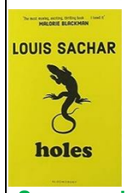
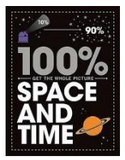
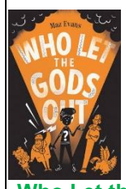
Class 4, Long Term Curriculum Map 2025-2026

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject/Study	**Changes from the Stone Age to Iron Age**	**The Wider World**	**The Roman Empire and its impact on Britain**		**Building Bridges**	**National Parks**
Mathematics	**Number - Place Value** (numbers to 1 million, comparing and ordering numbers, partitioning numbers, rounding to the nearest power of 10) **Number – Addition and Subtraction** (add and subtract numbers with more than 4 digits, inverse operations, find missing numbers, multi-step problems) **Number – Multiplication and Division** (Multiples, factors, prime numbers, square and cube numbers, multiply and divide by 10, 100 and 1000) **Number – Fractions A** (equivalent fractions, converting mixed to improper and improper to mixed, comparing and ordering fractions, adding and subtracting fractions) **Number: Fractions B** Add and subtract fractions Add and subtract mixed numbers **Measurement – Converting units** (Kilograms and kilometres, millimetres and millilitres, metric and imperial units, converting units of time, timetables)		**Ratio** Ratio and fractions Scale drawings Scale factors Ratio problems Recipes **Algebra** Expressions Substitutions Formulae Equations Solving problems with unknowns **Number – Decimals** Place value Round, add and subtract decimals Multiply and divide by 10,100 and 1000 Multiply and divide decimals by integers **Number – Fractions, Decimals and Percentages** Comparing and finding equivalent FDP Order FDP Percentages of amounts **Measurement – Perimeter, Area and Volume** (Measuring and calculating perimeter, area of rectangles, compound shapes and irregular shapes) What is volume, comparing and estimating volume, estimating capacity) **Statistics** Read, interpret and draw pie charts and line graphs Use line graphs to solve problems Pie charts problems		**Geometry – Shape** (Measuring angles in degrees and with a protractor, drawing lines and angles accurately, calculating angles on a straight line and around a point, calculating lengths and angles in shapes, regular and irregular polygons, reasoning about 3D shapes) **Geometry – Position and Direction** (Position in the first quadrant, translation, translation with coordinates, reflection, reflection with coordinates) **Consolidation, Themed Projects and Problem Solving**	
English	**Key Texts: (fiction and non-fiction)** **The Shark Caller – Zillah Bethell**   **The Stone Age: Hunters, Gatherers and Woolly Mammoths – Marcia Williams** **Fiction:** Hot/cold task- Narrative with the focus of suspense Genre – Tale of Fear toolkit – Suspense sentence work – Sentence structure **Non-Fiction:** **hot/cold task- UFO sighting** **genre – News report** **sentence work – formal language**	**Key Texts: (fiction and non-fiction)** **Holes – Louis Sacher**   **Space and Time - Paul Mason** **Fiction:** Hot/cold task- Narrative with the focus of setting development Genre – Journey Tale toolkit – Setting sentence work – Figurative language **Non-Fiction:** **hot/cold task- How our solar system** **genre – Explanation**	**Key Texts: (fiction and non-fiction)**   **Who Let the Gods out? Maz Evans** **Ruthless Romans - Terry Deary** **Fiction:** Hot/cold task – Narrative with the focus of characterisation Genre – Wishing Tale toolkit – Character sentence work – Use of punctuation. **Non-Fiction:**	**Key Texts: (fiction and non-fiction)**    **Onjali Q.Rauf – The Boy at The Back of The Class** **When Stars Are Scattered – Victoria Jamieson (graphic Novel) – kindle on projector** **Roman Diary – Richard Platt** **Fiction:** Hot/cold task- Narrative with the focus of character dialogue Genre – Warning Tale	**Key Texts: (fiction and non-fiction)**   **Beowulf** **Windrush Child - Benjamin Zephaniah** **Science Makers: Making with Forces** **Anna Claybourne** **Fiction:** Hot/cold task- Narrative with the focus of description Genre – Rags to Riches toolkit – description sentence work – Higher level punctuation **Non-Fiction:**	**Key Texts: (fiction and non-fiction)**   **Tom Palmer – After The War (lake District National Park link)** **America's National Parks – Alexa Ward** **Fiction:** Hot/cold task- Narrative with the focus of opening and closing paragraphs. Genre – Losing Tale toolkit – Opening and Endings sentence work – sentence openers

	Poetry: Performance Poetry **sentence work – Vocabulary word choice** **Poetry: Personification**		**hot/cold task- Should children have homework?** **genre – Discussion** **sentence work – openers and vocabulary** **Poetry: Free Verse**	toolkit – Dialogue sentence work - Use of parenthesis **Non-Fiction:** **hot/cold task- To holiday in Rome** **genre – Persuasion** **sentence work – Model verbs** **Poetry: Power of Imagery**	**hot/cold task- History of Bridges** **genre – Information** **sentence work – Active and Passive voice** **Poetry: Slam**	**Non-Fiction:** **hot/cold task- Famous idol biography** **genre – Biographies** **sentence work – Tenses and use of pronouns.** **Poetry: Personification**
History	**<u>Changes from the Stone Age to the Iron Age</u>** • What were the three ages of the Stone Age? • What were Palaeolithic times like and how do we know? • What were Mesolithic times like and how do we know? • What were Neolithic times like and how do we know? • What was different between the different Stone Age periods? • When was the Bronze Age? What was the Bronze Age like? • How do we know? • How was the Bronze Age different to the Stone Age? • When was the Iron Age? What was the Iron Age like? How do we know? • What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?		**<u>The Roman Empire, its impact on Britain and our local area.</u>** • Why did the Romans invade Britain? • Should the Celts take on the Romans? • Why did the great 400-year empire end? • What have the Romans ever done for us? • Technology: How did Britain change under Roman rule? • Belief: How did Britain change under Roman rule? • **SUMMARISE IT**: What was the impact of the Roman Empire on Britain? *Visit to VINDOLANDA – Roman Army Museum.		**<u>Black and British – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u>** • How shall we tell the story of the first Black Britons in Britain? • What part did Black people play in British life when they started to settle 500 years ago? • What difference did the slave trade make to the experience of the Black people? • When so many Black people fought in the two world wars, why is it only recently being recognised? • How did the arrival of the Empire Windrush change the way Black people were treated in Britain? • How far has life improved for Black people living in Britain in the last 60 years?	
Geography	**<u>Why does population change?</u>** Pupils will be able to: • Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. **<u>*Fieldwork opportunities – local urban environment</u>**		**<u>Why do oceans matter?</u>** Pupils will be able to: • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart. **<u>*Fieldwork opportunities – marine environment</u>**		**<u>Can I carry out an independent fieldwork enquiry?</u>** Pupils will be able to: • Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process. **<u>*Fieldwork opportunities – local environment</u>**	
Science	**Mixtures and Separation** (Properties of Materials Y5) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	**Properties and Changes** (Properties of Materials Y5) 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 Know that some materials will dissolve in liquid to form a solution, and describe how to	**Earth and Space – Y5** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and	**Circulation and Health** (Animals including Humans – Y6) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are	**Light and Reflection** (Light – Y6) Recognise that light appears to travel in straight lines 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 Explain that we see things because light travels from light sources to our eyes or from light	**Consolidation of units** **How reflective are space blankets?** Investigating space blankets Planning Gathering Data Analysing, Concluding and Evaluating Extending

	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.	recover a substance from a solution	night and the apparent movement of the sun across the sky. Workshop visits for planets and star constellations. Scientist Study: Katherine Johnson	transported within animals, including humans.	sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
Working Scientifically	Working Scientifically: *Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* Knowledge area: Properties & their materials Y5 Main practical investigation: Does the temperature affect the speed of dissolving?	Working Scientifically: *Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* *Using test results to make predictions to set up further comparative and fair tests* Knowledge area: Properties & their materials Y5 Main practical investigation: What materials would be the most of effective for stopping an ice cream melting?	Working Scientifically: *Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* Knowledge area: Earth and Space Y5 Main practical investigation: Construct a sundial to show start of school, lunchtime and end of the day. Scientist Study: Mae Jemison or Katherine Johnson (Hidden Figures Book)	Working Scientifically: *Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* Knowledge area: Animals including Humans – Y6 Main practical investigation: Does your diet affect your health?	Working Scientifically: *Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.* *Using test results to make predictions to set up further comparative and fair tests.* Knowledge area: Light – Y6 Main practical investigation: Does the time of day affect the position of the sun?	Working Scientifically: *Consolidation of Scientific skills taught throughout the year – combination and application of all skills.*
Computing	**Digital Literacy** Online Safety - Identify benefits and risks of mobile devices broadcasting the location of the user/device. -Identify secure sites by looking for privacy seals of approval. -Review the meaning of a digital footprint.	**Computer Science** Coding (Programming) Selection in quizzes -Explain how selection is used in computer programs. -Design a program that uses selection. -Create and evaluate a program that uses selection.	**Information Technology** Spreadsheets and Databases -Create a data set in a spreadsheet. -Explain that formulas can be used to produce calculated data. -Apply formulas to data. -Create a spreadsheet to plan an event.	**Computer Science** Game Creator - To simplify codes. -Create a playable game. -Understand what a simulation is. -Recognise what decomposition and abstraction are in computer science.	**Information Technology / Computer Science** Introduction to Python -Understand that Python is a text-based coding language and enter simple commands. -Use Python to perform mathematical calculations. -Use repetition and Python library functions. -Understand how Python in Pieces can be used to program a graphical user interface. Spreadsheets This unit builds on children's existing spreadsheet knowledge and challenges them to apply it in increasingly realistic situations. Through measurement conversions, graphing, weather analysis, budgeting, and planning a holiday, children learn how spreadsheets support real-world decision-making and problem-solving.	**Information Technology** 3D Modelling -Recognise that you can work in three dimensions on a computer. -Identify that digital 3D objects can be modified. -Plan and create a 3D model for a given purpose.
	Eaware topics to be covered in class 4 across the year: Digital footprints, phishing, cyberbullying, naked images, passwords.					
French	**Let's Visit a French Town** *Who lives where?*	**Let's Go Shopping** *Shopping conversation*	**This is France** *Neighbours*	**All in a Day**	**Consolidation Activities**	**Consolidation Activities**

	I go to school to learn *Where is the library* *Maths* *Welcome to my home* *Ordinal numbers*	*At the Shops* *Clothes* *French money* *Shopping lists* *A shopping experience*	*Distance* *Directions* *Paris* *Famous French people* *Nationalities*	*O'Clock, Half Past, Quarter Past,* *Quarter To* *AM and PM* *5 minute intervals* *24 hour times* *At the airport* *The school week*		
Art & Design	**Drawing:** **Expressing ideas** -Identify key features of street art and murals. -Discuss the intention and impact of street art. -Use various shading techniques to show texture, tone, form and depth. -Apply one-point perspective in their work. -Enlarge a drawing by scaling using an accurately drawn grid. -Show an understanding of perspective, scale and proportion with a level of accuracy across their design. -Choose appropriate materials for their design and explain their choices and intention. -Use space effectively to enhance visual impact of their graffiti tag. Artists / Significant people: Sian Storey, Edgar Miller, Diego Rivera.		**Craft and design:** **Photo opportunity** -Explain how a new image can be created using a combination of other images. -Understand what photomontage is and recognise how artists use photography. -Select relevant images and cut them with confidence and a level of control. -Demonstrate a competent knowledge of effective composition, discussing their ideas. -Use recording devices and available software with confidence. -Demonstrate a confident understanding of Edward Weston's style through their artistic choices. -Discuss the features of a design, e.g. explaining what is effective about a composition. -Select a suitable range of props, considering the design brief and their initial ideas. -Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. -Use editing software to change their image, reflecting an artist's style. -Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. -Set up a composition and think about a space that will provide good lighting levels. -Take a portrait that is focused and appropriately framed. -Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. -Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. -Create a final painting or drawing with tonal differences that create a photo-realistic effect. Artists / Significant people: Chris Plowman and Derrick Ofosu Boateng		**Painting and mixed media:** **Portraits** -Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. -Try a variety of materials and compositions for the backgrounds of their drawings. -Communicate to their partner what kind of photo portrait they want. -Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. -Create a successful print. -Use some Art vocabulary to talk about and compare portraits. -Identify key facts using a website as a reference. -Explain their opinion of an artwork. -Experiment with materials and techniques when adapting their photo portraits. -Create a self-portrait that aims to represent something about them. -Show they have considered the effect created by their choice of materials and composition in their final piece. Artists / Significant people: Chila Kumari Singh Burman and Vincent Van Gough	
Design & Technology	**Digital world** **Navigating the world** - Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel. - Pupils will design, make, test and evaluate their product against set design criteria.		**Textiles** **Roman Shoes** - Research existing products. - Focus on blanket stitch or over stitch. - Select from and use a wider range of materials and components using textiles according to their functional properties and aesthetic qualities. - Add appliqué onto their product. - Pupils will design, make, test and evaluate their product against set design criteria.		**Structures** **Model Bridges** - Research a variety of existing bridges and focus on their structures (truss, arch and beam bridges) - Explore how to reinforce a beam structure to improve its strength. - Investigate how different shapes affect the strength of a structure and identify different ways to reinforce structures to make them stronger (triangles). - Select appropriate materials and tools and use them safely. - Pupils will design, make, test and evaluate their product against set design criteria.	
Music	**Musical Instruments** Learning notes and chords. Combining the note and chords to perform a longer piece of Mus Ukulele instrument – Cumbria music service.	**Developing Ensemble Skills** How Does Music Connect Us with Our Past?	**Creative Composition** How Does Music Improve Our World?	**Musical Styles Connect Us** How Does Music Teach Us About Our Community?	**Improvising with Confidence** How does music shape our way of life?	**Musical Performance – Leavers Assembly** Children apply the skills learnt throughout the year (pulse, rhythm, pitch etc) to perform a musical celebration performance.
RE	**Sanatana Dharma** *What is the best way for a Sanatani to show commitment to God?* Explore Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges.	**Christianity** *Is the Christmas story true?* Incarnation, focussing on the elements of the Christmas story which may cause debate (eg: shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.	**Sanatana Dharma** *How can Brahman be everywhere and in everything?* How Brahman takes on many forms (the children will look at a selection) and these show aspects of one supreme deity, the Trimurti and the Aum.	**Christianity** *How significant is it for Christians to believe that God intended Jesus to die?* Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.	**Sanatana Dharma** *Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?* Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives of Sanatanis including Sadhus.	**Christianity** *What is the best way for a Christian to show commitment to God?* Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work, prayer and worship practises.

PSHE	**Me and my relationships** Working together. Let's negotiate. Solve the friendship problem. Assertiveness skills (formerly Behave yourself - 2) Behave yourself. Dan's day. Don't force me. Acting appropriately. It's a puzzle.	**Valuing difference** OK to be different. We have more in common than not. Respecting differences. Tolerance and respect for others. Advertising. Friendships! Boys will be boys? - challenging gender stereotypes	**Keeping safe** Think before you click! To share or not to share? Rat Park. What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?	**Rights and respect** Two sides to every story. Fakebook friends. What's it worth? Jobs and taxes. Action stations! Project Pitch (parts 1 & 2) Happy shoppers. Democracy in Britain 1 - Elections. Democracy in Britain 2 - How (most) laws are made	**Being my best** This will be your life! Our recommendations. What's the risk? (1) What's the risk? (2) Five Ways to Wellbeing project. Basic first aid, including Sepsis Awareness	**Growing and changing** Helpful or unhelpful? Managing change. I look great! Media manipulation. Pressure online. Is this normal? Dear Ash. Making babies.
PE	**Cricket** 6 **Gymnastic (Coach)** 5/6	**Fitness** 6 **Gymnastics (Coach)** 5/6	**Drumba** 5/6 **Hockey** 5/6	**Tennis** 6 **Yoga** 5/6	**Orienteering** 5 **Dance** 5/6	**Basketball** 5/6 **Dodgeball** 5/6

	Possible Visits	Possible Visitors
Autumn 1		STEM – Road to RIAT Workshop
Autumn 2	London Residential	
Spring 1	Vindolanda – Roman Army Museum	
Spring 2		NISCU – Easter workshop – Rolling away the stone
Summer 1	Field work	
Summer 2		NISCU – Transition workshop

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