

## Year 4/5 Long Term Plan 2024- 2025

|  |                       | Autumn 1  | Autumn 2  | Spring 1  | Spring 2                                 | Summer 1  | Summer 2                |
|--|-----------------------|---|---|---|--|---|-------------------------|
| <b>Topic</b>                               |                       | <b>Anglo-Saxons</b>   | <b>Local History Study - Vikings (865-1066)</b>                                       | <b>Volcanoes</b>  |  | <b>Aztecs (1100-1520)</b>   |                         |
| <b>Topic Elements (History/ Geography)</b> |                       | Anglo-Saxons (400-1066)<br>Power - Do too many cooks spoil the broth?<br>What can we learn from the AS culture  | Local History Study - Vikings (865-1066)<br>Law breakers or law makers?<br>Resistance | Deadly earth  |  | Aztecs (1100-1520)<br>Law and justice<br>Architecture   |                         |
| <b>English</b>                             | <b>Text Skills</b>    | Intent skills:<br>Fronted adverbials<br>Present perfect<br>Noun phrases + prepositional phrases<br>Compound and complex sentences<br>Proof-read<br>Tense  |   | Intent skills:<br>Pronouns and nouns for cohesion<br>Adverbials for cohesion and paragraphs<br>Direct speech (to convey character) and Indirect speech<br>Conjunctions<br>Parenthesis<br>Relative clauses<br>Draft and edit   |  | Intent skills:<br>Possessive apostrophe<br>Multi-clausal sentences<br>Punctuation including commas to clarify meaning<br>Figurative language<br>Headings/subheadings<br>Degrees of possibility using adverbs<br>Formality   |                         |
|  | <b>Spelling units</b> | <ul style="list-style-type: none"> <li>• silent 'b' and 't'</li> <li>• words containing 'ough'</li> <li>• Homophones <ul style="list-style-type: none"> <li>• Prefix auto</li> </ul> </li> <li>• Suffix: less, ment, ible and able</li> <li>• zhuh spelt -sure, u spelled ou</li> </ul>                               |   | <ul style="list-style-type: none"> <li>• ending in 'ibly' and 'ably'</li> <li>• ending in ent, ence</li> <li>• ee' sound spelt 'ei'</li> <li>• Homophones</li> <li>• ending in ous and sion, s spelled sc, eigh, ei and ey</li> <li>• Prefix: mis inter il</li> </ul>   |  | <ul style="list-style-type: none"> <li>• ending in 'ant', 'ance', 'ancy'</li> <li>• ending in 'shus' spelt 'cious'</li> <li>• ending in 'shus' spelt 'tious'</li> <li>• ending in 'shul' spelt 'cial' or 'tial'</li> <li>• ending in 'gue' and 'ion'</li> <li>• Homophones</li> </ul>   |                         |
| <b>Maths</b>                               |                       | Number and place value  | Number facts  | Addition and Subtraction  | Multiplication and division              | Fractions   | Geometry                |
| <b>Science (Year 4)</b>                    |                       | Electricity   | Sound   | States of matter  | Living things and their habitats         | Animals including Humans  |                         |
| <b>Science (Year 5)</b>                    |                       | Forces  | Properties and changes of materials   | Earth and space   | Living things and their habitats         | Animals including Humans  |                         |
| <b>RE</b>                                  |                       | Christianity: What is the best way for a Christian to show commitment to God?   |   | Sikhism: How far would a Sikh go for their religion?  |  | Buddhism: Can the Buddha's teachings make the world a better place?   |                         |
| <b>Design Technology</b>                   |                       |   | Pavilions - structures  |   | Adapting a recipe- food                  |   | Stuffed toys - textiles |
| <b>Art &amp; Design</b>                    |                       | Mega Materials - sculpture  |   | Portraits- paint  |  | Architecture- craft   |                         |
| <b>Music</b>                               |                       |   |   | How Does Music Connect Us with Our Past?<br>Unit 2 Year 5<br><b>Musical Spotlights</b><br>Sing and play in different styles   |  | How Does Music Improve Our World?<br>Unit 3 Year 5<br><b>Musical Spotlights</b><br>Composing and chords   |                         |
| <b>Computing</b>                           |                       | The Internet  |   | E-Safety  |  | Selection in quizzes.   |                         |
| <b>PE</b>                                  |                       | Multi-skills- Dance   | Multi-skills -F/E Co-ordination<br>Invasion Games - Football                          | Handball<br>Invasion Games - Hockey   | Gymnastics<br>Invasion Games - Tag Rugby | Rounders<br>Cricket   | Tennis (4)<br>Athletics |
| <b>PSHCE</b>                               |                       | <b>Families and friendships</b><br>Positive friendships, including online<br><b>Safe relationships</b><br>Responding to hurtful behaviour; managing confidentiality; recognising risks online<br><b>Respecting ourselves and others</b><br>Respecting differences and similarities; discussing difference sensitively |   | <b>Belonging to a community</b><br>What makes a community; shared responsibilities<br><b>Media literacy and digital resilience</b><br>How data is shared and used<br><b>Money and work</b><br>Making decisions about money; using and keeping money safe  |  | <b>Physical health and Mental wellbeing</b><br>Maintaining a balanced lifestyle; oral hygiene and dental care<br><b>Growing and changing</b><br>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty<br><b>Keeping safe</b><br>Medicines and household products; drugs common to everyday life                              |                         |
|  |                       | <b>Families and friendships</b><br>Managing friendships and peer influence<br><b>Safe relationships</b><br>Physical contact and feeling safe<br><b>Respecting ourselves and others</b><br>Responding respectfully to a wide range of people; recognising prejudice and discrimination                                 |   | <b>Belonging to a community</b><br>Protecting the environment, compassion towards others<br><b>Media literacy and digital resilience</b><br>How information online is targeted; different media types, their role and impact<br><b>Money and work</b><br>Identifying job interests and aspirations; what influences career choices; workplace stereotypes |  | <b>Physical health and Mental wellbeing</b><br>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies<br><b>Growing and changing</b><br>Personal identity; recognising individuality and different qualities; mental wellbeing<br><b>Keeping safe</b><br>Keeping safe in different situations, including responding in emergencies, first aid and FGM |                         |
| <b>MFL</b>                                 |                       | I am Learning Spanish   | My home   | Vegetables  |  | At the cafe   |                         |