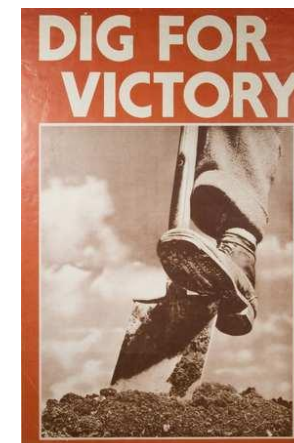




Year 4-5

Autumn 1 & 2 Year B

WW2



Science

States of Matter - How can we create a water cycle?
Changes of Materials - Can all mixtures be separated?

Geography

What if we didn't travel by car?

History

How did WW2 impact the people in Colerne?

RE

How does the Prophet Mohammad inspire today?
What is the Trinity?

DT

Make do and mend:
Who should we design for?

Computing

Can we write a code to make a short program?

PSHE

Money Matters
One World

Art

How can I make my drawings look life like?

PE

Netball
Circuit Training
WW2 Dance

Music

Mama Mia

French

Language Angels - Je Peux

Year 4/5

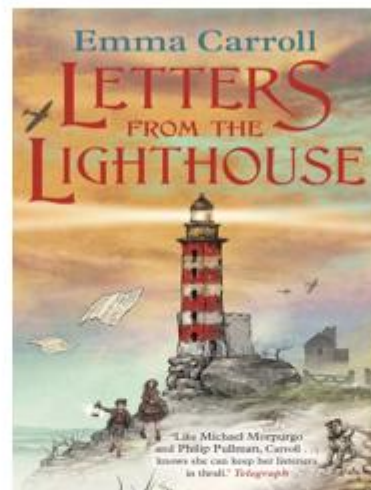


Extended writing: narrative and diary

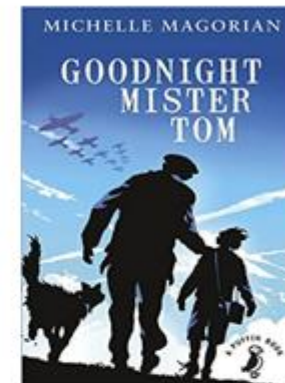


Poetry

Theme: The Home Front in World War Two



Core Text:
Whole Class
Reading using
VIPERS
Writing:
DADWAVERS



Extended writing: narrative with dialogue



Non-chronological report

Science

States of Matter – How can we create a water cycle?		Term: Autumn 1	Year: Y4-5 2026-2027
Foundations of previous learning: Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)			
Unit Learning			
NC Objective - Coverage	Scientific Skills	Knowledge	Vocabulary
Y4 States of matter I can compare and group materials together, according to whether they are solids, liquids or gases (<i>this objective is taught in Cycle A but revisited in Cycle B</i>) I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Classifying Observing over time Comparative/Fair testing Researching	To know that a solid keeps its shape and has a fixed volume. A liquid has a fixed volume but changes in shape to fit the container. A liquid can be poured and keeps a level, horizontal surface. A gas fills all available space; it has no fixed shape or volume. To know that some materials change state when they are heated or cooled. To know that condensation is the process of water vapour cooling and evaporation is the process of liquid being heated and forming water vapour/gas. That water evaporates as a reaction to heat. To know that the water cycle is a continuous process and that the water we have on Earth is a fixed amount.	Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle
	Assessment of Scientific Skills	Assessment of Knowledge	
	Y4 I can ask relevant questions & using different types of scientific enquiries to answer them I can set up practical enquiries, comparative & fair tests. I can use results to draw conclusions, make predictions for new values, suggest improvements & raise further questions I can identify differences, similarities or changes related to simple scientific ideas & processes. Y5 I can plan diff types of scientific enquiries to answer questions, including recognising & controlling variables I can report & present enquiry findings, including conclusions, causal relationships & explanations of & degree of trust in results in oral & written forms.	I can compare & group materials together, according to whether they are solids, liquids or gases I can observe that materials change state when heated or cooled & measure or research temperature at which this happens in degrees Celsius (°C) I can identify evaporation & condensation in water cycle & associate the rate of evaporation with temperature	

Science

Y5 -Changes of Materials – can all mixtures be separated?		Term: Autumn 2	Year: Y4-5 2026-2027
Foundations of previous learning: • Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4 - States of matter) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)			
Unit Learning			
NC Objective - Coverage	Scientific Skills	Knowledge	Vocabulary
Y5 Changes of materials I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can demonstrate that dissolving, mixing and changes of state are reversible changes I can 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.	Classifying Observing over time Comparative/Fair testing Researching	To understand that the properties of a material affect how it can be separated from a mixture. To understand that some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. To know that some mixtures can be separated and that some changes are reversible. To know that some changes are irreversible. To know that some chemical changes can be adapted to create other resources.	change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material
	Assessment of Scientific Skills	Assessment of Knowledge	
	Y4 I can ask relevant questions & using different types of scientific enquiries to answer them. I can set up practical enquiries, comparative & fair tests. I can use systematic observation & accurate measurement using standard units, using a range of equipment I can use evidence to answer questions or support findings. Y5 I can plan diff types of scientific enquiries to answer questions, including recognising & controlling variables I can record data & results of increasing complexity using bar graphs I can identify scientific evidence that has been used to support or refute ideas or arguments	I can demonstrate that dissolving, mixing & changes of state are reversible changes. I can explain some changes form new materials & are not usually reversible, including changes associated with burning & the action of acid on bicarb of soda.	

Geography

Maps - Key Question: What if we didn't travel by car?		Term: 1	Year: Y4-5 2026-2027
Foundations of previous learning: - Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans Use simple compass directions, locational and directional language to describe the location of features and routes on a map. - Recognise human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - 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.	Locate a place on an OS map (UK and wider world). Use a key to interpret symbols on an OS map. Investigate human and physical features in the local area. Follow and map a route on an OS map.	Know how to locate a place on a map. Know that a map is divided into a grid. Understand how a 4-figure grid reference is formed. Know the difference between a human and physical feature. Know examples of human and physical features. Know how to read an OS map.	Ordnance Survey grid 4-figure reference location direction continent
	Assessment of Skills	Assessment of Knowledge	
	Children can: - Form a 4-figure grid reference. - Describe features of a place. - Explain why maps have symbols. - Use a key to find out what a symbol means. - Recognise some map symbols on an OS map. - Label and describe human and physical features. - Read, follow and track location on an OS map.	How do you locate a place on a map? How and why is an OS map divided into numbered squares? What is the difference between a human and physical feature? Can you give an example of a human and physical feature? How do you read an OS map? Can you find our current location?	

History

WW2 Key Question: How did the British public do their bit in World War Two		Term: 2	Year: Y4-5 2026-2027
Foundations of previous learning:			
KS1 <u>Childhood</u> : Changes within living memory Key Question: How is my life different to my parents / grandparents' lives? <u>Great Fire of London</u> : Events beyond living memory. Key Question: What did people learn from the Great Fire of London? <u>Elizabeth I</u> : The lives of significant individuals in the past Key Question: Was Elizabeth a good queen? <u>Brunel</u> : Significant historical events, people and places in their own locality. Key Question How did Brunel change people's lives?		KS2 Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Unit Learning			
• NC Objective - Coverage	Skills	Knowledge	Vocabulary
- A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Continue to develop a chronologically secure knowledge and understanding of British, local and world history - Establish clear narratives within and across the periods they study. - Develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Understand how our knowledge of the past is constructed from a range of sources	To note connections, contrasts and trends over time To construct informed responses that involve thoughtful selection and organisation of relevant historical information To establish clear narratives within and across the periods they study	To develop a chronologically secure knowledge and understanding of British, local and world history. To develop the appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources	chronological consequence class propaganda primary evidence secondary evidence society social history Evacuation evacuee Blitz refugee Kindertransport Axis Allies
	Assessment of Skills	Assessment of Knowledge	
	I can examine and compare artefacts. I can choose appropriate sources to answer questions about specific people and events. I can analyse sources of information for accuracy, relevance and usefulness to answer questions,	I can discuss historical changes in Britain, what caused them and the impact of life in Britain I know that the same time in History may be represented in different ways I can give reasons why key events occurred in History	

How does the Prophet Mohammad inspire today?		Term: 1	Year: Y4-5 2026-2027
Foundations of previous learning: Year 1 - How do Different People find deeper meanings? Stories Judaism, Islam and Humanism Year 2 - How do stories inspire action? Christianity, Islam, Year 2 - What makes them Sacred? Christianity, Islam, Judaism Year 3 - How does prayer and fasting help Muslims find harmony? Islam			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Oak Academy Theme: Y4 Beliefs and Practices We are learning to understand how the Prophet Mohammad inspire today. Themes and Values Rule of Law Individual Liberty Mutual Respect Tolerance of those with different faiths and beliefs	To understand the life of the Prophet Muhammad and ways that Islamic people are still inspired by him. To empathise with people of other faiths.	To Understand some of the difficulties the Prophet faced after receiving revelation, including opposition and persecution. To Know that the Prophet Muhammad was a respected leader who guided his community with fairness and compassion and that he showed patience, perseverance, and forgiveness. To Understand why the Prophet Muhammad remains important to Muslims around the world today. To Know that Muslims follow his example (Sunnah) in many aspects of daily life showing respect for the Prophet.	Islam, Muslim, Prophet, Qur'an, Sunnah, revelation
	Assessment of Skills	Assessment of Knowledge	
	By the end of the unit, pupils should be able to: Recall and sequence key events in the life of the Prophet Muhammad. Explain why the Prophet Muhammad is important to Muslims. Describe key qualities such as honesty, compassion, patience, forgiveness, resilience, and leadership. Use religious vocabulary accurately Discuss religious stories respectfully and thoughtfully. Make links between beliefs, values, and actions. Compare their own ideas with those of others respectfully. Reflect on how values such as honesty, kindness, justice, and perseverance can influence people's lives today.	I can develop empathy for others I can recognise positive role models and reflect on how positive values can influence everyday behaviour. I can appreciate the importance of patience, forgiveness, and standing up for what is right. I can show respect for the beliefs of others and recognise the importance of fairness, cooperation, and respect. I can reflect on how leadership can involve helping and serving others. I can develop confidence in working collaboratively and making responsible choices. I can consider how kindness, honesty, and compassion can be applied in their own lives.	

RE

Incarnation - What is the Trinity?		Term: 2	Year: Y4-5 2026-2027
Foundations of previous learning: FS - UC Incarnation Why do Christians perform Nativity plays at Christmas? Y1/2 – UC – incarnation Why does Christmas matter to Christians? Y1/2 – UC Gospel What is the good news that Jesus brings? Y3/4 People of God What is it like for Christians to follow God?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions about what texts about God, baptism and Trinity might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	To explain the three parts of the Trinity using different forms of recording. To use research skills to find out about the Christian Baptism and the terminology.	Children will know - that Christians believe God is Trinity: Father, Son and Holy Spirit. - that God is challenging; people spend their whole lives learning more and more about God. - that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	symbol (ism) Trinity Gospel Incarnation Holy Spirit Baptism Miracle belief Genesis Matthew John sin kenning frieze
	Assessment of Skills I can explain the three parts of the Trinity using different forms of recording.	Assessment of Knowledge Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'	

Computing

Colerne Church of England Primary School

Scratch National Curriculum: Computer Science Key Question – Can we write a code to make a short program?		Term: 1/2	Year: 4/5B 2026-2027
Foundations of previous learning: Computer Science Year 1/2 Computer Science: Moving a Robot: BeeBots, Robot algorithms, Introduction to animation, Introduction to quizzes Year 3/4 : Sequencing Sounds, Repetition in Shapes, Events & Actions in programs, Repetition in Games			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs	- to develop the use of count-controlled loops - to develop a design that includes two or more loops that run at the same time. - to modify an infinite loop - to design and create a project that includes repetition	- to know what infinite loops and count-controlled loops are - to know what repetition in a programme means - to know what an algorithm is	loops repetition Scratch program infinite loop count-controlled loops code modify predict outcome process animation costume sprite sequence code blocks algorithms evaluate
	Assessment of Skills	Assessment of Knowledge	
	- I can explain what the outcome of the repeated action should be - I can evaluate the effectiveness of the repeated sequences used in my programme - I can identify which part of a loop can be changed. - I can evaluate the use of repetition in a project	- to be able to list an everyday task as a set of instructions including repetition - to be able to build a program that follows my design	

Colerne Church of England Primary School

Online Safety - Project Evolve Online Relationships		Term: 1/2	Year: 4/5B 2026-2027
Foundations of previous learning: Self-image and identity Health, well-being and lifestyle			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	technology emoji meme GIF communicate communication acceptable/unacceptable content online communities social media
	Assessment of Skills	Assessment of Knowledge	
	I can understand that communication online does not have to be text-based. I can understand that a variety of communication methods have been developed specific to online communication eg gifs, memes. I can understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.	I can describe what is meant by harm. I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible. I understand some of the difficulties some people may have, including online I can describe what I can do to support others online, both friends and people I know less well I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else	

DT

Make do and Mend: soft toys - Key Question – Who shall we design for?		Term: 2	Year: 4/5 B 2026-2027
Foundations of previous learning: Textiles Y1/2 Puppets Y3/4 Pencil cases			
Unit Learning			
NC Objective - Coverage	Skills and knowledge	Vocabulary	
Key Question – Who shall we design for? Designing describe the purpose of their products Planning explain their choice of materials and components according to functional properties and aesthetic qualities. Making/Practical skills measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy. Evaluating critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make • evaluate their ideas and products against their original design specification Technical Knowledge -• that a single fabric shape can be used to make a 3D textiles product LKS2 • that a 3D textiles product can be made from a combination of fabric shapes UKS2	To develop skills of threading needles and joining textiles using a range of stiches To develop skills of sewing textiles by joining right side together and making seams. To develop skills of 2D pattern making using tracing paper To refine methods and their design as work progresses, constantly reassessing and adapting design.	functional aesthetic joining techniques running stitch backstitch overstitch zigzag stitch fabric adornments appliqué embroider snap fastening velcro	
	Assessment of Skills and knowledge		
	I can refine methods and my design as work progresses, constantly reassessing and adapting design. I can choose suitable joining techniques. I can use a variety of stitching techniques to join fabrics. I can use a pattern, measure accurately and allow for seams. I can make improvements to established designs and be able to explain / justify.		

Art

Art Drawing – How can I make my drawings look life like?		Term: 1+2	Year: Y4-5 2026-2027
Foundations of previous learning: Foundation: drawing body Y1&Y2: drawing teddy and making it look fluffy Y1&Y2: flowers – Van Gogh			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Artist Study: Paul Cezanne – sketching using variety of techniques. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to know about great artists, architects and designers in history.	Children can: experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects, reflection, hatching and cross-hatching; use different materials to draw, e.g. pastels, chalk, felt tips; use a variety of tools and select the most appropriate; show an awareness of space when drawing; depict movement and perspective in drawings;	I can explore how artists use their skills to make drawings which capture form.	portrait, light/dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, smudge, blend, mark, hard, soft, light, heavy,
	Assessment of Skills That when we draw on two-dimensional surfaces, we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume.	Assessment of Knowledge Y4 Can discuss and describe well-known artists' and architects' work and explain how their work is similar/different. Y5 Can use observational skills to replicate images by well-known artists and explain how their work is similar/different.	

Music

		Term: 1-2	Year: Y4-5 2026-2027
Foundations of previous learning: Key stage 1: Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. Year 3/4: Charanga Unit: Glockenspiels 1: Play a variety of classroom instruments, playing glockenspiels as a whole class ensemble; Understand the various music language to describe the musical dimensions of a piece; Listen to music and begin to understand the different musical dimensions running through it. Charanga Unit: Three Little Birds Lean on Me: Music from around the world: Reggae - Recognise the style indicators of Soul/Gospel music; understand the music language used to describe the music			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	To recognise pulse. To understand dynamics. To talk about music. To listen carefully.	To know the key vocabulary to use when discussing music. To know the key parts of a piece of music's structure.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.
	Assessment of Skills I can explain what I think a piece of music's purpose could be. I can compare pieces, thinking about pitch, mood, rhythm and tempo. I can evaluate others work thinking about texture, structure, timbre and dynamics. I can perform as part of a group and individually to an audience.	Assessment of Knowledge Listen & Appraise: Mamma Mia (Pop, Abba's Music) The children can: ● Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. ● Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.	

PSHE

Money Matters UKS2		Term: 1	Year: 4-5 2026-2027
Foundations of previous learning: KS1 – This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. LKS2 – This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this.			
Unit Learning			
Themes	Skills & Knowledge Outcomes	Vocabulary	
• To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’. • Understand risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • Understand the different ways to pay for things and the choices people have about this. • Understand to recognise that people make spending decisions based on priorities, needs and wants. • Understand that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). • To know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.	This unit aims to encourage children to think about how money is used in the wider world. Children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Children will have opportunity to discuss what impact money can have on people’s emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.	financial risk consumers critical consumer value for money budget ethical spending tax	
	Assessment of Skills & Knowledge		
	I can talk about what financial risk is. I can discuss the ways advertisers try to influence consumers. I can identify what it means to be a ‘critical consumer’. I can describe what ‘value for money’ means. I can talk about what it means to budget. I can discuss how money can affect people’s emotions. I can talk about ethical spending. I can talk about what tax is		

PSHE

One World UKS2		Term: 2	Year: 4-5 2026-2027
Foundations of previous learning: KS1 - This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. LKS2 – In this unit, children learn about climate change and its effects, fair trading practices and organisations that help people. They will also learn about how to be a good global citizen			
Unit Learning			
Themes	Skills & Knowledge		Vocabulary
• To recognise there are human rights, that are there to protect everyone. • To understand the relationship between rights and responsibilities. • To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. • To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). • To understand that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth’s natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.		global citizen global warming environment human energy biodiversity sustain
	Assessment of Skills & Knowledge		
	I can explain what a global citizen is; I can say what global warming is; I understand that human energy use can harm the environment; I understand the importance of not wasting water; I understand what biodiversity is; I understand that their choices can have far reaching consequences.		

French

Main Unit – Je peux... Core Vocabulary: Greetings (1 lesson) Cultural Lesson: Christmas in France (Twinkl or other)		Term: 1	Year: 4-5 2026-2027
Phonics: Lesson 2 - CH OU ON OI Grammar - Modal verb plus infinitive			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation - read carefully and show understanding of words, phrases and simple writing - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly	We will be learning to remember new vocabulary by using an image, sound or mime. We will be remembering more and knowing more by using a greater variety of high frequency verbs with je peux. We will be able to create longer sentences. We will be understanding better je means 'I' in French. We will be learning to expand, looking up other verbs not covered in the lesson using the English to French section of a dictionary.	Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with je peux. Cultural knowledge Year 4 Identify similarities and differences in my culture to that of another country Year 5 Respect and understand cultural diversity.	danser - to dance manger - to eat chanter - to sing boire - to drink cuisiner - to cook regarder - to watch TV sauter - to jump écrire - to write parler - to talk Je peux... I am able to... écouter - to listen
	Assessment of Skills & Knowledge		
	In French, I can name at least five common verbs ...spell at least five verbs ...match all ten verbs to their appropriate picture ...say five activities that I am able to do using Je peux... I can identify similarities and differences between my country’s celebration of Christmas and France’s.		

PE

Circuit Training		Term: 1	Year: Y4-5 2026-2027
Foundations of previous learning: Pupils will have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			
Circuit Training Y3			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	To follow instructions and act on advice to complete a set of exercises; To identify the way they feel after exercise; To identify the core muscles and participate in simplified exercises which use these muscles; To participate in a range of simplified exercises; With discussion, set own targets for improvement; To keep score and notice how they are progressing towards their personal targets.	To identify the parts of the upper body and participate in simplified exercises that use their upper body muscles; To identify the parts of the lower body and participate in simplified exercises that use their lower body muscles;	aerobic, anaerobic, energy, oxygen, circuit exercise, upper body/lower body benefit, muscles, bones, physical, mental, core, target, personal best, baseline, improve,
	Assessment of Physical Skills	Assessment of Cognitive Skills	
	Physical - I can use jumping, throwing, running and catching skills alongside strength, flexibility and balance. I can link movements and actions together accurately and appropriately.	Cognitive - I can lead others and act as a respectful team member. Evaluation - I can analyse and discuss the difference between my own and others' performance and suggest ways to improve.	

PE

Dance		Term: 2	Year: Y4-5 2026-2027
Foundations of previous learning: Pupils will have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in co-operative physical activities, in a range of increasingly challenging situations. Pupils will have been taught to perform dances using simple movement patterns through the following units – FS2 – Once Upon a Time. KS1 – FS2/Y1 –Seasons and Starry Skies. Y1/2 – Toys and Ourselves. Y3/4 – Stone Age and Plants			
Unit Learning			
NC Objective - Coverage	Physical Skills	Cognitive Skills	Vocabulary
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: perform dances using a range of movement patterns.	To be able to move in a clear, fluent and expressive manner. To be able to perform and create complex sequences. To be able to demonstrate an awareness of the music's rhythm and phrasing when improvising. To be able to change speed and levels within a performance. To be able to develop physical strength and suppleness by practising moves and stretching. To be able to perform own longer, more complex sequences in time to music.	To be able to lead others and act as a respectful team member. To be able to evaluate own and others' work using dance specific vocabulary.	solo dynamics turn travel jump self-evaluation improving unison expression intention meaning setting stillness on-stage off-stage mark focus clarity
	Assessment of Physical Skills	Assessment of Cognitive Skills	
	Children can: - Move in a clear, fluent and expressive manner. - Perform and create complex sequences. - Demonstrate an awareness of the music's rhythm and phrasing when improvising. - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching. - Perform own longer, more complex sequences in time to music.	I can lead others and act as a respectful team member. I can evaluate own and others' work using dance specific vocabulary.	