

Curriculum Map 2024 / 2025

<u>Year Group</u>	<u>Autumn 1</u> <u>7 weeks (inc. 3 INSET days)</u> - Wk 1 PSHE Sept unit	<u>Autumn 2</u> <u>8 weeks (inc. 1 INSET day)</u>	<u>Spring 1</u> <u>5 weeks</u>	<u>Spring 2</u> <u>6 weeks</u>	<u>Summer 1</u> <u>5 weeks +4</u>	<u>Summer 2</u> <u>7 weeks +2 (inc. 1 INSET day)</u>
<u>Geography</u>	Climate zones 6 afternoons				Longer unit – Rainforests then deepen learning with aspects of South America - The Amazon Basin 9 afternoons – 3 weeks	
<u>History</u>			Ancient Greece (6 afternoons)			Local History Marsden, Towneley, Wycoller and Gawthorpe (6 afternoons)
<u>Science</u> - Twinkl	Living things and their habitats 8 afternoons	Animals including humans 7 afternoons	Properties and changes of materials 6 afternoons	Earth and Space 6 afternoons		Forces 7 afternoons
<u>WOW moments and visits.</u>	Scientist presentations (inc. parents)	Interfaith Week (Jewish museum)	Greek Day (inc. parents)	Trip to Jodrell Bank	Rainforest models (inc. parents)	Trip to Gawthorpe Hall Walk to Marsden Park
<u>English Fiction</u>	Bridging Unit The Lion, the Witch and the Wardrobe 6-7 weeks	Legends 4-5 weeks Suggested Unit 2-3 weeks Persuasion from A Kingdom United	5-6 weeks Food Glorious Food Stories with Historical Settings Film and play scripts Oliver Twist	Earthlings – 6 weeks Science Fiction Stories	4-5 weeks Inventors and Inventions The Invention of Hugo Cabret	Jabberwocky 6-7 weeks Integrated Unit Classic Narrative Poetry Narrative: Action Scenes Narrative: Retelling

						with Language from the Text
<u>English Non Fiction</u>	Non-chronological report	Persuasion	Cross-curricular: Information Booklets		Recount: Magazine Articles	Letters
<u>English Poetry</u>			Poems with a Structure			Classic Narrative Poetry
<u>GPS</u>	<p>Create and punctuate complex sentences using 'ing' openers.</p> <p>Create and punctuate complex sentences using adverbial openers for when and where (Y4 revision)</p> <p>Create and punctuate complex sentences using simile openers (Y4 revision)</p> <p>Blend action and dialogue within paragraphs.</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g might, could, will, shall, must.</p> <p>Create complex sentences by using relative clauses with relative pronouns <i>who, which and where, when and that.</i></p> <p>Identify and use brackets</p>	<p>Create and punctuate complex sentences using -ed openers.</p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. Several hours later, on a nearby planet.</p> <p>Create complex sentences by using relative clauses with relative pronouns e.g Fagin, who was the leader of the pickpockets, was a despicable character.</p> <p>Demarcate complex sentences using commas and explore ambiguity of meaning.</p> <p>Identify and use brackets and dashes.</p> <p>Create and punctuate sentences using simile starters.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Blend action and description within a paragraph.</p> <p>Use devices to build cohesion within a paragraph e.g. Firstly, then, presently, subsequently.</p> <p>Link ideas across paragraphs using adverbials for place and numbers e.g. <i>on the side of the head, secondly.</i></p> <p>Identify and use brackets to indicate parenthesis e.g. in formal writing.</p> <p>Focus on identifying and using commas to indicate parenthesis,</p> <p>Identifying similes and metaphors.</p>	<p>Apply knowledge of prefixes to understand meaning of new words</p> <p>Blend action and description within and across paragraphs.</p> <p>Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-.</p> <p>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that and demarcate with commas.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Identify and use commas, brackets and dashes to indicate parenthesis.</p> <p>Focus on creating complex sentences by using relative clauses</p>	<p>Identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</p> <p>To use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Create and punctuate complex sentences using -ed and -ing openers.</p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p> <p>Use devices to build cohesion e.g. <i>firstly, furthermore, as a consequence.</i></p>	<p>Create and punctuate complex sentences using simile starters.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <p>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></p> <p>Create complex sentences where the relative pronoun is omitted. E.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></p> <p>Create and punctuate complex sentences using -ed and -ing opening clauses.</p>

				with pronouns which, and whose.		Focus on selecting appropriate vocabulary and language effects for impact e.g. simile, metaphor, personification.
<u>Spoken Language Opportunities</u>		Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.	Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.	Participate in discussions and debates building on their own and others' ideas, challenging views courteously. Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.	Prepare oral retellings of nonfiction texts/sections of nonfiction texts (or innovated/invented versions) in order to perform to an audience.	Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g. - First of all, ... - In addition to... - On the other hand, ... - Similarly, ...
<u>Extended Writing Opportunities.</u>	Non-chronological report Chapter / scene linked to story.	Diary entry in role	Narrative Setting description	Debate Character description	A short story.	A persuasive speech. Oral performance of poetry.
<u>Art</u> - Each unit should take 12 sessions 1 afternoon = 2 sessions		Formal elements of art. Form, line, patterns, shape, texture, tone: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Collage and sculpture. Apply drawing and painting skills. Craft design, materials and techniques	Painting and colour. Brush strokes, shading and mixing complex colours to depict thoughts and feelings		
<u>DT</u>		Computing via Junior Jam.			Mechanisms - understand and use mechanical systems in their products [for	Food fortnight : Celebrating culture and

					example, gears, pulleys, cams, levers and linkages]	seasonality. To make – something in filo pastry savoury celebration
RE	5.8 – Daniel, did he make the right choice? Was Jesus the Messiah?	5.2 – Christmas, the gospels of Matthew and Luke	5.3 – Jesus the Teacher	5.4 – Easter. Why do Christians believe that Easter is a celebration of Victory? What did Jesus do to save human beings?	5.1 – How and why do Christians read the Bible? Inc. other faiths SIKHISM & HINDUISM	
PE	Football	Netball	Dance	Gymnastics	Athletics	Cricket
PSHE	<p>Ourselves, growing and changing (How to manage setbacks – GM) H29</p> <p>Relationships (Friendships)- (Respecting self and Others)- R10, 18, 31</p> <p>Healthy Lifestyle (Keeping Safe)- H37, H42</p> <p>Living in the Wider World (Media Literacy & digital resilience) L11 – L16</p> <p>Living in the Wider World (Shared Responsibility) (Aspirations, work and career) L25, L30</p>	<p>Healthy Lifestyles (Mental Wellbeing) H16</p> <p>Healthy Lifestyles (Ourselves, growing and changing) H25, H27,</p> <p>Healthy Lifestyles (Keeping safe) H37, H38,H41, H44</p>	<p>Living in the wider world – Economic well being: Aspirations work, career. L28, L29, L31, L32</p>	<p>Relationships – Families and Close Positive Relationships R1, R2, R18</p> <p>Relationships – Friendships, Managing hurtful behaviour and bullying R15, R18-R20</p>	<p>Relationships – Respecting self and others R21, R32.</p>	<p>Healthy Lifestyles (Ourselves, growing and changing) H34, H32 1 afternoon – 2hrs</p> <p>Healthy Lifestyles (drugs, alcohol, tobacco) H47 – H50.</p>

<u>Computing</u>	iMedia - iJam - L3	iMedia - iProgram -L3	iMedia - iOffice - L3	iMedia - iCreate - L3	iMedia - iCommunicate - L3	iMedia - iTech - L3
<u>Music</u>		Composition notation	Composition to represent the festival of colour		Blues	South and West Africa
<u>MFL</u>	TWINKL UNIT Getting to know you 6 sessions 30 mins long	TWINKL UNIT All about ourselves 6 sessions 30 mins long		TWINKL UNIT That's tasty 6 sessions 30 mins long		
<u>Maths Unit</u>	Number and place value Addition and Subtraction. Geometry (Angles) Geometry and Measures (Perimeter).	Mental Multiplication and Division Division Fractions (Comparison, Order and Equivalence) Multiplication and Measures (Area) Statistics and Measures (Time)	Place value, counting (Including Negative Numbers) Addition and Subtraction Mental and Written Multiplication Measurement (Length, Mass, Capacity) Geometry (Shape, Reflection, Translation) Geometry (Angles)	Mental and Written Division 2-D and 3-D Shape Including Sorting Calculating With Fraction Measurement (Area and Volume) Statistics, Measures and Calculations	Place Value Including Decimals Fractions Measures (Time and Converting Units) and Statistics Addition and Subtraction Multiplication and Division Geometry	Place Value - numbers up to 1,000,000 Written Calculation Fractions (Rounding, Percentages and Problem Solving) Measurement (Mass, Volume, Capacity and Time) Area and Volume of Shapes