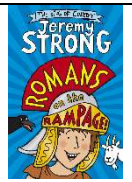
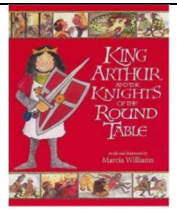
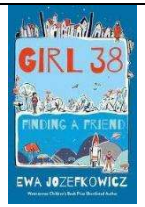
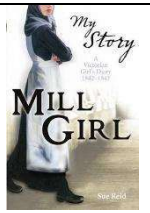
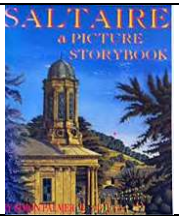
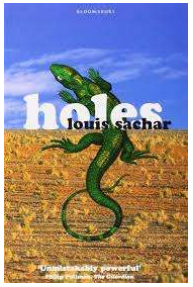
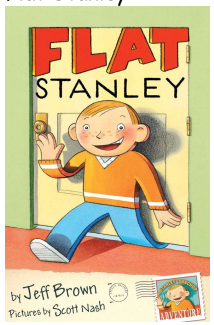
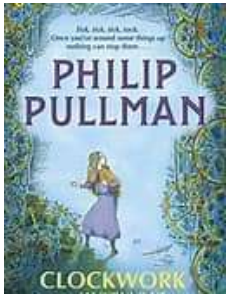
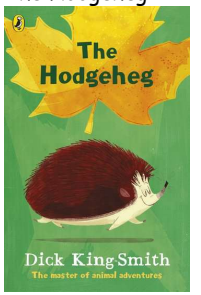
Teaching & Learning Curriculum

(Cycle A)

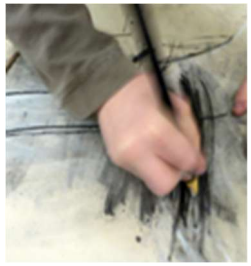
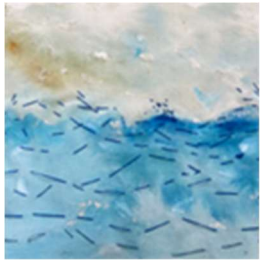
"Let your words teach and your actions speak."

Our Curriculum Drivers:	
<u>Faith and Spirituality</u> This helps to show our children how the faith we have impacts upon our lives. We aim to develop a strong connection with God through prayer and reflection and allow the children to demonstrate this in a variety of ways. We value the beliefs of others and understand how they have an impact upon the community we live in.	 "Let your words teach and your actions speak."
<u>Knowledge and Experiences</u> This helps our pupils to build knowledge and know available possibilities for their future lives. We allow children to explore and experience the world around them and make positive decisions which may impact their future lives.	
<u>Resilience</u> Throughout each year group we want to create independent and resilient learners who develop their own resilience to problem solve and find creative solutions to complex problems. They will be able to apply a range of skills to a variety of contexts.	

Cherry (Year 4 and Year 5) Yearly overview		**Autumn (A)**		**Spring (A)**		**Summer (A)**	
Subject Area							
Key Texts							
Maths	Y4	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions Decimals length and perimeter area		Decimals Statistics Shape Position and direction Time	
	Y5	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Fractions Decimals and Percentages perimeter and area		Decimals Statistics Shape Position and direction Converting units Negative numbers Volume	
Guided Reading texts Lexile measure- 700-850+		Holes  660L	Flat Stanley  750L	Street Child  810L	Why the Whales Came  890L	Clockwork  900L	The Hodgeheg  920L

		Non Fiction and Poetry study if book finished before end of half term/term					
Writing	Fiction	Description	Narrative Story	Diary Recount	Settings Description	Poetry	Diary Recount
	Non-Fiction	Comparison report	Persuasive letter	Non-Chronological reports	Balanced argument	Letter writing (formal)	Non- Chronological report
SPAG	Y4 Y5	-using 'a' or 'an' -extending range of sentences using conjunctions when, if, although and because -Express time and place and cause using conjunctions when, before, after a while, so and because -Express time and place using adverbs next, soon and therefore -Express time and place using prepositions using before, during, after and in -Use inverted commas to punctuate direct speech.	use present perfect tense of verbs -use nouns and pronouns for clarity and avoid repetition -use fronted adverbials -use commas after fronted adverbials -use relative clauses beginning with who, which, where when, whose, that -use commas accurately within writing -use brackets dashes or commas for parenthesis	use nouns and pronouns for clarity and avoid repetition -use inverted commas to punctuate indirect speech -apostrophes for plural possession -use commas after fronted adverbials -use and punctuate direct speech -convert nouns and adjectives using suffixes using -ate and -ify - verb prefixes dis- de- mis- over- and re- -indicating degrees of possibility using adverbs	-expanded noun phrases by modifying adjectives, prepositions and nouns - Word families based on common words -relative clauses using who, which, where when, whose, that -indicating degrees of possibility using modal verbs	Standard English verb forms -Consolidation of Y3 and Y4 - use commas for meaning -dashes, brackets and commas for parenthesis -Consolidation of Y4 and Y5	-Consolidation of Y3 and Y4 Consolidation of Y4 and Y5

		-use perfect form of verbs to show time and cause -use expanded noun phrases -use modal verbs to convey degrees of possibility -Use adverbs to indicate degrees of possibility					
R.E. (The Way Truth & the Life)		Creation and Covenant	Prophecy and promise	Eucharist and Jesus the Saviour		The Early Christians and The Church	
Other Faiths		Hinduism		Judaism		Islam	
Science		Physics- Sound (Y4)	Physics- Electricity (Y4)	Physics- Forces (Y5)	Chemistry- properties and changes in materials	Biology- Classification of living things, their environment, and lifecycles	Biology- Animals including humans- food and digestion
History		**Roman Empire and Life in Roman Britain** Big Question: What was life like in Roman Britain?		**Anglo Saxon Settlement and Viking Struggle** Big Question: Why did the Anglo Saxons and Vikings come to Britain? What would life have been like in Shipley during the Saxon and Viking period?		**Local History Study: Titus Salt and the Industrial Revolution.** Big Question: How was the Industrial Revolution important to the development of Bradford and Saltaire?	

Geography	**Extreme earth and weather** • weathering • Physical features • Physical processes • Earthquakes • Volcanoes • Mountains Big Question: How dangerous is the world we live in?	**European Study- Poland** • Location • Physical features • Human Features • Physical Processes • Human processes • Diversity Big Question: How is the country of Poland different from the UK?	**Titus Salt and Saltaire- Links to World Heritage Status** • Land use • Human processes • Physical features • Human features Big Question: What makes Saltaire a Special place to live?
Art	**Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance. 	**Cloth, Thread, Paint** Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece 	**Making Animated Drawings** Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. 
Design technology	**Structures** Frame Structures	**Food** Celebrating Culture and Seasonality (including cooking and nutrition requirements for KS2)	**Electrical Systems** Monitor and Control

Music	Leeds Diocesan Singing Programme		Leeds Diocesan Singing Programme		Leeds Diocesan Singing Programme	
Computing	**<u>Information Technology</u>** Unit 4. 3 Sound stories (4 lessons) Unit 4.5- Effective searching (4 lessons) **<u>Digital Literacy</u>** Unit 5.2- Online Safety		**<u>Information Technology</u>** Unit 5.1- Quizzing (5 lessons) Unit 4.2- Unpacking Hardware and software (4 lessons) **<u>Computer Science</u>** Unit 4.6 Coding (6 lessons)		**<u>Information Technology</u>** Unit 4.1- Animation **<u>Computer Science</u>** Unit 4.8- Introduction to AI (4 lessons)	
PSHE	My healthy self: How can I make healthy choices? (Y4)	Connecting with others: How can we respect each other?(Y4)	The online world: How can we decide what to trust online? (Y4)	Citizenship: How can I spend money responsibly? (Y4)	Staying safe: What signs help me recognise what is safe or unsafe? (Y4)	Growing up: How will my body and emotions change as I grow up? (Y4) RSE-Journey in Love and transition
RSE (Journey in Love)					Show knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty and grow further in recognising God's presence (Y5)	
PE	OAA and Fundamentals (Y4)/Swimming (y5)		Swimming(Y5)/Gymnastics (Y4) and Ball Skills		Rounders and Hockey	
	Dance and Fitness		Netball and Tennis		Athletics and Tag Rugby	
French	French Greeting and French Numbers		Portraits (Y4) and My French Family (Y5)		Clothes and French Weather (Y5/6)	

Essential learning objectives / Key Skills:
The National Curriculum linked Essential learning objectives will be used for the overview of the subject.
The Essentials for progress milestones will be used for lessons and a child friendly version title will be placed at the beginning of the children's work for tracking progress and assessment purposes.
Clear differentiation will be shown using the relevant vocabulary within each lesson, through the milestones, ensuring challenge and greater depth.
Basic / Advancing /Deep
B or A or D will be placed in the margin and circled with a driver word written underneath for KS2.
B or A or D will be placed in the margin and circled for Year 2.
B A D will be placed underneath the date and title on the label. The appropriate letter will then be circled for Year 1.

Nature of thinking suggestions (success criteria) for each lesson:
A child working within Basic - Name some common animals.
Label animals as carnivore, herbivores or omnivore.
A child working within Advancing – Show how carnivores, herbivores and omnivores are similar and different.
A child working within Deep – (Prove) True or false? Carnivores are not hunted by other carnivores.

Possible Vocabulary		
Basic	Advancing	Deep
Name, describe, follow, instructions or methods, complete, recall, observe, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, evaluate, revise, conclude, formulate, construct, develop, connect, prioritise.