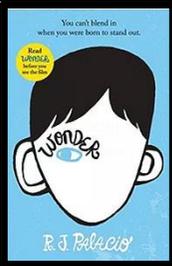
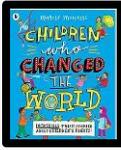
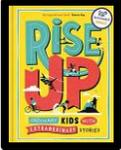
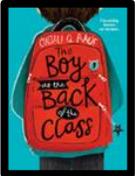
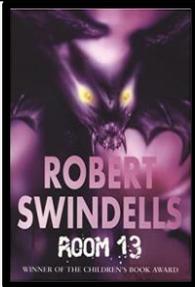
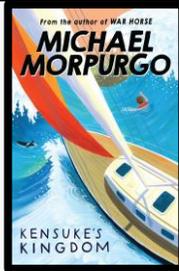
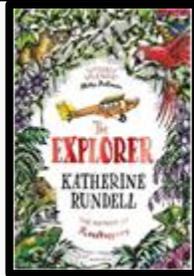


Lions (Year 4/5)



Year B	Autumn		Spring		Summer
Our values	Finding the talent in everyone...				
					
					
Learning hooks	Art activity	Malala Yousafzai documentary	Feeling fear - hand in a box	'I disappeared the night before my 12th birthday'	Hot seat Katherine Rundell
Book hook		  			
English (writing)		Non-fiction			Setting and Character Descriptions, Short Stories
	Consolidation and transition				

Lions (Year 4/5)



Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction			Number: Multiplication and Division			Measurement: Length, Perimeter and Area		
Spring	Number: Multiplication and Division			Number: Fractions					Number: Decimals (Including Y5 Percentages)			
Summer	Number: Decimals (Including Y4 Money)	Measurement: Time	Statistics		Geometry: Properties of Shape		Geometry: Position and Direction	Y4: Consolidation Y5: Converting Units & Volume		Consolidation		

PHSE

Mental health and emotional wellbeing

Pupils learn:

Identity, society and equality

Pupils learn:

- Britain as a democratic society

Drug and tobacco education

Pupils learn:

Physical health and wellbeing

Pupils learn:

- why people may eat or avoid

Year 4

Relationship and sex education

Pupils learn:

Keeping safe and managing risk

Pupils learn:

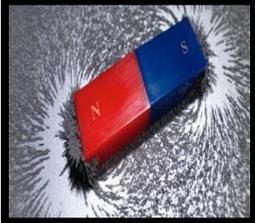
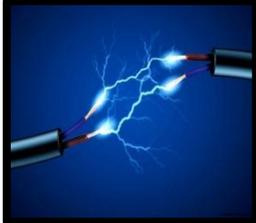
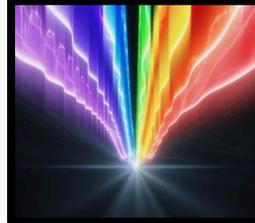
Lions (Year 4/5)



<p>We have divided PSHE into 7 different strands:</p> <ul style="list-style-type: none"> Sex and relationship education (SRE) Drug, alcohol and tobacco education (DATE) Keeping safe and managing risk Mental health and emotional wellbeing Physical health and wellbeing Careers, financial capability & economic wellbeing Identity, society and equality 	<p>- isolation can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>- that bullying, including cyber bullying, has a negative and often long-lasting impact on mental wellbeing</p>	<p>- how laws are made</p> <p>- the local council</p>	<p>- there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>- the effects and risks of drinking alcohol</p> <p>- different patterns of behaviour that are related to drug use</p>	<p>certain foods (religious, moral, cultural or health reasons)</p> <p>- other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>- the importance of getting enough sleep</p>	<p>- the physical changes associated with puberty.</p> <p>- about menstruation and wet dreams</p> <p>- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>- strategies to deal with feelings in the context of relationships</p> <p>- learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p style="text-align: center;">Year 5</p> <p><u>Career, financial capability and economic well being</u></p> <p>Pupils learn:</p> <p>- that money can be borrowed but there are risks associated with this</p>	<p>- how to be safe in their computer gaming habits</p> <p>- about keeping safe near roads, rail, water, building sites and around fireworks</p> <p>- about what to do in an emergency and basic emergency first aid procedure, including dealing with head injuries</p>
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Lions (Year 4/5)



					<p>- about enterprise - what influences people's decisions about careers</p>	
<p>Science</p>	 <p><u>Magnets & Forces</u></p> <ul style="list-style-type: none"> • Notice that some forces need contact but magnetic forces can act a distance • Investigate the materials which magnets attract and repel • Describe magnets' poles and use this to predict whether magnets will repel or attract each other 	 <p><u>Electricity</u></p> <ul style="list-style-type: none"> • Identify common appliances • Construct a simple circuit, identifying and naming basic parts and using key symbols • Identify issues with non-working circuits • Investigate switches 	 <p><u>Sound</u></p> <ul style="list-style-type: none"> • Identify how sounds are made and associate them with vibrations • Recognise that vibrations travel through a medium to the ear • Find patterns between the pitch of a sound and the object which made it 	 <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Living things grouped in a variety of ways according to common observable similarities and differences • Explore and use classification keys • recognise that environments can change 	 <p><u>Light</u></p> <ul style="list-style-type: none"> • Explore night and dark • Investigate reflection and shadows • Protection from sunlight • Understand that light travels in straight lines • Explain seeing things because of light travelling from sources to objects to our eyes 	

Lions (Year 4/5)



	<ul style="list-style-type: none"> • Compare how things move on different surfaces • Friction, air resistance and water resistance 	<ul style="list-style-type: none"> • Recognise conductors and insulators • Investigate how circuits can be affected by their components 	<ul style="list-style-type: none"> • Find patterns between the volume of a sound and the strength of the vibrations which made it 	<p>and that this can sometimes pose dangers to living things</p> <ul style="list-style-type: none"> • give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> • Investigate shadows • Bending light
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**History/
 Geography**

What makes the Earth angry?



➤ Identify the position and significance of latitude, longitude, equator, Northern and Southern hemisphere,

Why did the Vikings and Saxons raid and invade?



➤ Britain's settlement by Anglo-Saxons and Scots.
 ➤ The Viking and Anglo-Saxon struggle for the

How do we know they removed the brains of mummies?



➤ The achievements of the earliest civilisations.

Lions (Year 4/5)



	<p>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of physical geography include climate zones, rivers, mountains, volcanoes and earthquakes ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>kingdom of England to the time of Edward the Confessor.</p>	
Art/ D.T	<p><u>Earth and space ink</u></p> <p><u>Food:</u> Making ice lollies using fresh fruit.</p>	<p><u>Amulet jewellery</u> Design, plan and make own traditional piece</p>	<p><u>Canopic Jars</u> Design and make clay jars</p>
PE	<p>Coach - high 5 / handball Teacher - O.A.A / dance</p>	<p>Coach - gymnastics Teacher - net games / tag rugby</p>	<p>Coach - cricket / rounders Teacher - athletics</p>
RE	<p>What faiths make up our community?</p>	<p>Special places</p>	<p>What do we know about Islam?</p>

Lions (Year 4/5)



				(Lourdes, Golden temple, Hajj, Western wall etc.)					
Computing	Coding	Online safety	Spreadsheets	writing for different audiences	lego	Animation	Effective search	hardware investigation	Making music